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# 1  INTRODUCTION

Under section 5.11 of the Child and Adult Protective Services (CAPS) project request for proposal, Northrop Grumman is required to conduct and deliver an annual training needs survey and assessment.  In compliance with this request, Northrop Grumman has compiled this document, which evaluates past training accomplishments and methods, the current needs of system users, and any known future conditions that may impact the users and the system training they receive.  Also discussed are new possibilities and suggestions for training in the next year and Northrop Grumman's recommendations on how best to meet these training needs.  This yearly training needs assessment is an invaluable tool that can be used to maintain a relevant, effective training program for all CAPS and OPM (Operation Protect Montana) users.

To determine the training needs for the year 2010, the CAPS trainer has incorporated comments and suggestions from the sources listed below:

- Training evaluations
    - Training evaluations are solicited from trainees subsequent to all training sessions.  Training evaluations are very useful for determining changes to the training agenda and training methods.  Appendices A and B detail the training evaluations for new employee training sessions and advanced training sessions.  Please note that the "sections" referenced on this evaluation will vary depending on the type of training (CPS Specialist vs. licensing, etc.)

- Observation of CAPS workers in training.

- Help Desk communications and PVCS Tracker documentation.

- 2009 Training Needs Assessment Survey.

Section 7, near the end of this training needs assessment, contains a broad recommendation given to encompass the major goals for the coming year.  This recommendation is submitted to initiate both discussion and action for the modification of training to best meet the needs of users.

# 2   STATUS OF CURRENT AND FUTURE TRAINING

New employee training is designed for all new employees who will use the CAPS system. This includes CPS Specialists, juvenile probation and parole officers, provider licensing staff, tribal staff and central office staff. Administrative assistants also receive new employee training based on the area of the system with which they will be most closely associated.

New employee training is currently divided into five separate modules: CPS Specialist (intake and intervention), Provider Licensing, Juvenile Probation and Parole, Centralized Intake, and Transitional Living Specialist. Subsections 2.1 through 2.5 detail the specifics of each new employee training module. Appendices C, D, E, F and G detail the current course agendas for each module.

New employee training consists of lectures, PowerPoint presentations, live system demonstrations and hands-on exercises. All trainees are expected to review a pre-training guide that is distributed no later than two weeks prior to their scheduled training session. This pre-training guide contains basic concepts used throughout the CAPS system and is intended only as an introduction to CAPS, helping workers to gain an understanding of the functional foundation on which the CAPS system is built. Appendix H contains the pre-training guide that trainees received during the 2009 training year and will continue to receive during the 2010 training year.

Training exercises are entered into a training database, which allows trainees the freedom to practice without the worry of making errors that can't be easily corrected. The CAPS trainer continues to develop and maintain both training databases, providing trainees with more realistic case history and scenarios. The training databases, and the exercises that trainees complete, are constantly updated to reflect any changes made to CAPS system functionality.

The information presented in lecture format is enhanced with both PowerPoint and, occasionally, "live" system demonstrations. The ability to disseminate information both verbally and graphically allows the trainer to make a more dynamic presentation by showing trainees actual screen layouts and functionality, along with specific case data.

Workers attending the new employee training sessions are provided with a training guide that is specific to the module they are attending as well as a keyboard template that identifies the unique keyboard functions used in the CAPS system.

The new employee training sessions continue to be a successful and integral part of CAPS system training. With a combination of lectures, hands-on exercises, worksheets, educational games, and activities, the training sessions present CAPS system information in a manner that is easily assimilated and applicable to all adult learning styles.

## 2.1   Child Protective Services (CPS) Specialist

Seven CPS Specialist training sessions were conducted in 2009.  Sessions that were scheduled in April, August, September and December were canceled due to lack of training room availability (April), overlap with regional policy meetings (August and September) and lack of registrations (December).  All seven sessions were held in the DPHHS Training Center in Helena.  These sessions were intended for CPS Specialists and the administrative staff who assist them.  There were a total of 46 workers who attended these training sessions.  CPS Specialist training sessions lasted four days.  During these sessions, specific policy was not addressed.

There are eleven CPS Specialist training sessions scheduled for 2010.  At the request of the Department, due to the statewide implementation of new MCAN training, there is not a CPS Specialist training session scheduled in February.

## 2.2   Juvenile Probation and Parole

Two juvenile probation and parole training sessions were conducted in 2009.  These sessions were held in the DPHHS Training Center in Helena.  These sessions were intended for juvenile probation officers, parole officers, institution staff and the administrative staff who assist them.  There were a total of four workers who attended these training sessions.  Juvenile probation and parole training sessions lasted two days.  During these sessions, specific policy was not addressed.

For 2010, juvenile probation and parole training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis.  This is due to the fact that juvenile probation and parole have discontinued their use of the CAPS system for the majority of their case management data entry.  These workers do continue to use the CAPS system for entry of any paid placements, payable services and payment approvals.

## 2.3   Provider Licensing

Two provider licensing training sessions were conducted in 2009.  Two sessions that were scheduled in May and August were canceled due to lack of registrations.  Both sessions were held in the DPHHS Training Center in Helena.  These sessions were intended for all provider licensing workers (foster care, adoption and community residential) and the administrative staff who assist them.  There were a total of six workers who attended these training sessions.  Provider licensing training sessions lasted two and one half days.  During these sessions, specific policy was not addressed.

In May, 2009, there was a special training on the basic licensing screen flow provided to three staff members of the Project Management Bureau who wanted a review of the process as a refresher.

For 2010, provider licensing training sessions have been scheduled once every three months for a total of four sessions throughout the year.  Provider licensing training sessions are scheduled for February, May, August and November.

## 2.4   Centralized Intake

One Centralized Intake training session was conducted in 2009.  This session was held in the DPHHS Training Center in Helena.  This session was designed specifically to focus on the areas of the system used by Centralized Intake unit staff.  Centralized Intake workers do not have update access to the majority of the CAPS screens and, therefore, it is unnecessary to have them attend the entire regular CPS Specialist training session.  There was one worker who attended this training session.  The Centralized Intake training session lasted one and one half days.  During this session, specific policy was not addressed.

For 2010, Centralized Intake training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis as new workers in the unit are hired and training is needed.

## 2.5   Transitional Living Specialist

Three Transitional Living Specialist training sessions were conducted in 2009.  All three sessions were held in the DPHHS Training Center in Helena.  These sessions were intended for all Transitional Living Specialist and supervisor staff within DPHHS and the tribes.  There were a total of seven workers who attended these training sessions.  Transitional Living Specialist training sessions lasted one and one half days.  During these sessions, specific policy was not addressed.

For 2010, Transitional Living Specialist training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an "as requested" basis as new workers are hired and training is needed.

## 2.6   Tribal Workers and Central Office Workers

Tribal workers and central office workers who desire training are invited to attend any training session that pertains to their area of expertise.  Requests have been made in the past to design training sessions geared specifically toward certain areas of the system for central office staff and the CAPS trainer will continue to make every effort to meet the training needs of these groups.

## 2.7   Ergonomics Training

Joe McAnally, Safety and Security Officer with DPHHS, has continued to provide a 30-minute presentation on office ergonomics at all new employee training sessions (with the exception of juvenile probation and parole.)  Trainees are shown proper workstation setup, along with information on how to properly sit and use the computer ergonomically.  Trainees are presented with information on carpal tunnel syndrome and different methods to avoid it, such as exercises,

micro-breaks and working breaks.  Trainees are also provided with handouts to take back to their office, along with information on how to request an evaluation of their personal workstation.  As the Security Officer, Joe also informs workers that he is the individual they would most likely be working with should they encounter a security problem on the job.  Ergonomics training is scheduled to continue during new employee training sessions throughout 2010.

## 2.8  Data Quality Training

During 2009, data quality training was provided during a few CAPS training sessions.  Lou Walters, DPHHS CAPS Liaison, presented this training.  Both the CAPS trainer and DPHHS Central Office staff believe it is important for all system users, not only new employees, to understand how the information they enter into the CAPS system is used.  Several examples are provided that show the importance of timely and accurate case information entry and how that information is used by supervisors, regional administrators, central office administration and in both state and federal reporting.  Data quality training is scheduled to continue during new employee and advanced training sessions throughout 2010.

## 2.9  Specialized Training

During 2009, two specialized training sessions were conducted.  Specialized training sessions are scheduled when certain groups of workers, who do not need to attend a regular training session, require training on certain areas of the CAPS system.  Subsections 2.9.1 and 2.9.2 provide information on these sessions.

### 2.9.1  Central Office Residential Care Specialist

On January 12, 2009, a special training session was conducted for two employees, one with the Program Bureau and one with the Operations and Fiscal Bureau.  This session was conducted at the Northrop Grumman office in Helena.  Information covered during this training included provider licensing screens and process for licensing out-of-state group care facilities.

### 2.9.2  Central Office Financial

On July 27, 2009, a special training session was conducted for one new accounting technician with the Operations and Fiscal Bureau.  This session was conducted at the Northrop Grumman office in Helena.  Information covered during this training included client screens involving placements and services, along with a variety of financial screens and processes.

## 2.10 Advanced Training

Two advanced training sessions (one CPS Specialist and one Provider Licensing) were held during the 2009 training year.  Two scheduled sessions for CPS Specialists and two scheduled sessions for provider licensing were canceled due to lack of registrations.  A total of four employees participated in these sessions.  These advanced training sessions were one day each and covered a wide variety of system issues.  There are six advanced training sessions scheduled

during 2010.  Advanced CPS Specialist and provider licensing sessions are scheduled in March, June and September.

## 2.11 Regional Policy Meetings

A request was made by the Department to include some CAPS training on the agenda for the regional policy meetings held in 2009.  The CAPS trainer attended these meetings in Helena (August), Great Falls, Missoula, Billings and Miles City (September) and presented information on how to correctly enter information on placement status changes and how to close a placement by entering the correct placement change or placement discharge reason in CAPS.  Information was presented via PowerPoint and specific, detailed examples of various placement status change scenarios were distributed to all in attendance.  Over 300 workers received this CAPS information and evaluations returned by workers who attended the meetings were very positive.  If requested by the Department, the CAPS trainer would be available to provide additional CAPS information during the regional policy meetings in 2010.  There are two very good reasons why participating in the regional meetings would be valuable:

- All employees are required to attend a regional policy meeting, so providing the option of receiving some advanced or "refresher" system training during this time eliminates the need for additional travel for staff.
- Because most of the data entry made into CAPS is directly tied to policy and federal reporting requirements, this provides an opportunity to make those ties more apparent and to stress the importance of timeliness of entry and information quality.

Two questions related to CAPS information being presented during the regional policy meetings were included in this year's survey.  Please refer to Section 5.8 and 5.9 for additional information.

## 2.12 DPHHS Training Center

The majority of 2009 CAPS training sessions were conducted in the DPHHS Training Center at 2800 Airport Road in Helena.  The DPHHS Training Center includes two separate (one small and one large) training rooms, with a "break room" divider in between.  This allows two training sessions to be conducted at the same time without either interrupting the other session.  This location is ideal for those training sessions that require workers to log on to computers for hands-on practice in the training database environment.  There have been occasions for certain specialized training sessions where there were not a large number of participants or hands-on practice was not necessary.  In these situations, sessions have been held in Northrop Gruman, or other State office, conference rooms.

All 2010 training sessions are scheduled to take place in the DPHHS Training Center in Helena.

One major concern regarding the training center continues to be the lack of air conditioning.  This becomes an even bigger issue when there are two training sessions taking place, as it is necessary to close the door to the small (north side) training room.  The combination of

computers, laptops, projectors and several participants in a room with no air conditioning makes the learning environment almost unbearable at times. The Department has been very helpful in supplying fans and swamp coolers for the rooms but, often, these aren't enough. There is no water supply immediate to the training room and many of the rollers are broken, making filling the swamp coolers a painstaking and time-consuming process. It continues to be the recommendation of the CAPS trainer for the Department to consider installing a small window unit (similar to the one located in the SABHRS training room) to help remedy the situation.

The CAPS trainer would like the Department to consider purchasing a small microwave and "dorm style" refrigerator for use by training participants. Often, trainees bring leftovers from lunch back to the training room, they bring their own beverages, or they wish to eat lunch in the training room, and there is no way to cook items or store leftover food items. It would be the responsibility of the CAPS trainer to ensure that the refrigerator is cleaned out regularly during scheduled CAPS training dates.

The CAPS trainer would like the Department to consider placing a bottled water unit in the training room. Currently, there is only a wall drinking fountain in the hallway of the training facility. This water is not very cold and does not taste very good. Providing something as simple as a cold glass of fresh water goes a long way in ensuring the satisfaction of training participants.

Finally, the CAPS trainer would like the Department to be aware that, on several occasions, the bathrooms were without hand soap, paper towels or extra rolls of toilet paper. It would be the recommendation of the CAPS trainer that these items be checked and replenished by maintenance staff on a regular basis and/or a supply cabinet made available to the trainers so that they may be refilled during training sessions, if necessary.

# 3  COMMUNICATION TECHNIQUES

Several methods are used to disseminate information to CAPS system users.  All have their benefits and their continued use is recommended.  These methods are outlined in sections 3.1 through 3.5

## 3.1  Online Field and Screen Help

The DPHHS CAPS Computer Systems Specialist and the DPHHS CAPS Business Analyst update the CAPS online field and screen help.  In the past, field and screen help has also been written with the assistance of the Program Improvement Group (PIG).  The need for updating both field and screen help continues, as this method serves as an immediate help to the worker filling out the screen.  It is a valuable tool for workers who may not have received training on a recent change or enhancement.  Field and screen help, if kept current, will continue to be a necessary communication technique.

## 3.2  Main Menu Update Field

Workers can access information about major updates, changes and critical system issues through the help field on the Main Menu screen.  This field has proven to be a very useful way of notifying CAPS system users of changes to screens, functions or procedures in CAPS, and allows for a location to maintain this information over a period of time.  Placing these updates directly on the CAPS Main Menu ensures that all workers have access to information about these changes.  The Main Menu update field contains a short history of recent system changes, and allows workers to access the information quickly and easily.  The Main Menu update field is discussed in new employee training sessions and reminders about this important feature are also made during advanced and specialized training sessions.

## 3.3  Outlook E-Mail Notifications

When major system changes are implemented the DPHHS CAPS Computer Systems Specialist or the DPHHS CAPS Business Analyst, typically sends out a brief e-mail to all affected staff.  These messages detail the changes and direct workers to the Main Menu notification field or the CAPS training website, for further information.

## 3.4  CAPS Training Website

Workers can access details about CAPS training, the CAPS system and other information using the CAPS training website.  This website is accessible only to departmental staff.  CAPS and TEAMS (The Economic Assistance Management System) are the only systems that currently have an active training website for workers who use those systems.

Currently, the only issue with the training website is that it is inaccessible (due to firewall issues) to any workers who are not part of the State network.  This includes tribal workers and contract

staff. In the past, this hasn't been a significant issue, but it is one that continues to present itself on occasion.

The CAPS training website currently contains the following information:
- CAPS Training Schedule – workers can see all scheduled training sessions for the year and whether sessions have been canceled. Workers can register for training sessions electronically using an e-mail link that is provided.
- E-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.
- Training Documentation – includes updated training guides and training handouts for CPS Specialists, provider licensing workers, juvenile probation and parole workers, Centralized Intake workers and Transitional Living Specialists. Also included are the in-state and out-of-state provider rate lists and a list of all CAPS service code definitions.
- Alphabetized Screen Guides – includes a color screen print and a brief description of each screen in the CAPS system.
- Categorized Report Guides – includes a screen layout of different reports produced by CAPS and the extract criteria used by each report.
- The most recent Training Needs Assessment Survey – includes the ability to electronically submit the survey response directly to the CAPS trainer, and a location to post the results of the survey and the annual needs assessment document submitted to the Department.
- System Enhancements – includes training information on major enhancements made to the CAPS systems. Information may include documentation, screen prints, PowerPoint presentations or Captivate demonstrations (for additional information on Captivate, see section 3.5.)
- Links to other websites – currently included are the State of Montana website, Public Assistance Toolkit, Public Health and Human Services, Child & Family Services, Corrections, Public Assistance, Child Support, the State Employee Phone Directory and the TEAMS training website.

Several items that are in the development phase and will be added to the website upon completion are:
- Change to Alphabetized Screen Guide section – the current alphabetical screen guides will be replaced with more detailed documentation of each screen throughout the CAPS system. This documentation will take workers through each field on the screen, identifying what information is entered in that field or where the information comes from.
- As enhancements are implemented into the CAPS system, all affected materials on the training website will continue to be updated including training guides, screen guides, process guides, etc.
- A "Tips and Tricks" section.
- List of Central Office/policy contact persons and phone numbers.
- FAQs – ability to post and/or e-mail questions and receive answers electronically. The questions and answers would be posted for all workers to view.

## 3.5   ELearning (Computer-Based Training/Captivate)

Using a tool called Captivate, the CAPS trainer can "record" a process as a computer-based demonstration and add additional notes or comments.  This demonstration can be e-mailed to workers and/or placed on the training website.  Workers can watch a demonstration of the process in "full motion".  This tool is a very effective training method, and adds much more than documentation alone.  Workers can view the demonstration as many times as needed – pausing, rewinding, or forwarding as necessary.  ELearning presentations allow for basic classroom-type training without the classroom.  In the past, these Captivate demonstrations have been more "presentation" in nature and have not included any worker interaction.  However, Captivate does have the capability to include questions and/or exercises that the workers could complete after viewing the presentation.  This would be a very informal process (not graded), but would allow the worker to gauge his or her own understanding of the material being presented.

# 4   INFORMATION GATHERING TECHNIQUES

Several techniques are used to gather information for both the annual Training Needs Assessment and the continuous development and delivery of CAPS system training. These techniques are outlined in sections 4.1 through 4.4.

## 4.1   Help Desk Calls

The CAPS Help Desk staff is in constant communication with the field workers. Therefore, they are an invaluable resource to help the CAPS trainer determine the trouble spots among the workers. This information helps the trainer determine what topics need additional emphasis in new employee training sessions. In preparation for the advanced and regional policy training sessions scheduled for the 2010 training year, the CAPS trainer will gather current information from the Help Desk and suggest these topics as possible training agenda items to the Department.

## 4.2   Tracker

All problem reports that are called into the CAPS Help Desk are recorded in a database called Tracker. Tracker is another excellent resource to help the CAPS trainer determine any specific areas throughout the systems that need additional focus. Quite often, the issue is not a system problem at all, but a misunderstanding of a process or a request for clarification on the correct procedures for performing certain system functions. Areas that appear to have prevalent problems may also be suggested to the Department as possible agenda items for the advanced and regional policy training sessions.

## 4.3   Training Evaluations

Training evaluations help the CAPS trainer structure the training to meet the needs of the workers attending the sessions. These evaluations are also used as a checkpoint for the current state of training, providing the CAPS trainer with pertinent information.

Training evaluations are distributed to all workers attending either new employee or advanced CAPS training sessions. The evaluation for new employee sessions includes a "pre-training" evaluation question. Before the start of each training session, workers are asked to identify what they expect to learn or do differently than they do presently with regards to the CAPS systems. At the end of the session, workers are then asked to gauge how the course compared with their original expectations. Workers are also asked to identify their "comfort level" with each section covered during their specific training session, and if they feel they will be able to use the information immediately upon returning to their office. They are given the choices of "Yes", "Yes with Support" or "No". General comment space is also provided to give workers a place to identify how a particular section might be improved with regards to the lecture, PowerPoint presentation, the training materials or the hands-on exercises. The new employee CAPS training evaluation form can be found in Appendix A.

Because the agenda for advanced training sessions varies, the standard evaluation form used in the new employee training sessions does not apply.  Rather than being asked to comment on each section, workers are asked to comment on the usefulness of the topics chosen, the time allotted to each topic, the usefulness of any handouts or documentation, and to give a "grade" to the training session.  This evaluation form helps the CAPS trainer to adjust the advanced training sessions as necessary, based on the comments provided by workers attending those sessions.  The advanced CAPS training evaluation form can be found in Appendix B.

## 4.4   Training Needs Assessment Survey

In January of 2010, the Training Needs Assessment Survey was posted on the CAPS training website.  The DPHHS CAPS Computer Systems Specialist sent notification of the survey via e-mail to DPHHS-CFSD workers in all regions, tribal social services workers, and Central Office workers.  Workers were given approximately three weeks to complete the survey and return it electronically to the CAPS trainer.  Workers were also provided with a hard copy of the survey in the event that they were unable to access the training website, or their preference was to return a paper survey.

Section 5 details the responses for the questions posed on the 2009 Training Needs Assessment Survey.  Please note that some questions allowed for more than one response.

# 5  2009 TRAINING NEEDS ASSESSMENT SURVEY

The following section details the questions that were asked in the 2009 Training Needs Assessment Survey along with the responses that were received.

It is estimated that approximately 450 workers who use the CAPS system were invited to complete and return a survey.  This year saw, once again, a very good rate of return with a total of 115 responses.  This constitutes a return of 26%.

Survey response totals by **AGENCY AFFILIATION**:

| | |
|---|---|
| Child Protective Services (Field Staff) | 94 |
| Child Protective Services (Central Office) | 15 |
| Tribal Social Services/Contractor/Other | 6 |

Survey response totals by **STAFF TYPE**:

| | |
|---|---|
| Administrative Support | 19 |
| Case Aid | 1 |
| Centralized Intake | 3 |
| Central Office (all staff) | 12 |
| CPS Specialist | 47 |
| Family Group Conference Coordinator | 4 |
| Fiscal Officer | 1 |
| Licensing Worker | 9 |
| Other | 2 |
| Permanency Plan Specialist | 1 |
| Program Assessment Specialist | 2 |
| Regional Administrator | 0 |
| Supervisor | 10 |
| Transitional Living Specialist | 4 |

Survey response totals by **PHYSICAL LOCATION** (percentage is based on estimated number of workers in each region):

| REG 1 | REG 2 | REG 3 | REG 4 | REG 5 | CO | TRIBAL |
|---|---|---|---|---|---|---|
| 12 | 17 | 23 | 20 | 23 | 15 | 5 |
| 29% | 29% | 32% | 27% | 25% | 22% | 11% |

Survey response totals by **YEAR OF HIRE**:

| Prior 2005 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| 53 | 8 | 11 | 18 | 17 | 7 | 1 |

## 5.1   Survey Question #1

*Do you feel that you have a basic understanding of computers (such as hardware, software, memory, file management)?*

One hundred nine (95%) workers responded that they did have a basic understanding of computers.  Six (5%) workers responded that they did not have a basic understanding of computers.

## 5.2   Survey Question #2

*Please answer the questions for the following skills/software (rating your proficiency in each area (with the exception of "other") is required):*

For question #2, workers were first asked to identify whether they had received any training in the areas of basic computer hardware skills, Windows, Microsoft Word, Outlook and Excel. Workers were also asked to identify whether they had received training in using the CAPS and CAPS Document Generation systems.  Workers were then asked to identify whether additional training was needed and/or wanted.  Workers who identified a need for additional training were invited to identify up to two specific training needs.  Most workers identified that they have received some training in most of the surveyed areas, but there was also a large response from workers desiring additional training in several of the surveyed areas as well.

In addition to the specific topics and systems mentioned above, workers were also given space to identify any other areas in which they would like to receive additional training.

Finally, workers were asked to rate their own proficiency in each of the surveyed areas.  This was an excellent way to identify those workers who may have identified that they received training, but still felt that their proficiency was low.

| Hardware Basics | | | | |
|---|---|---|---|---|
| | HAD TRAINING? | | NEED INITIAL/MORE? | |
| | YES | NO | YES | NO |
| | 68 | 47 | 27 | 88 |
| | 59% | 41% | 23% | 77% |
| | | | | |
| Proficiency | Poor | Average | Good | Excellent |
| | 10 | 58 | 37 | 10 |
| | 9% | 50% | 32% | 9% |
| | | | | |
| Areas of Need | Troubleshooting, replacing components, more specific details, don't know enough to know, routers, servers, how to hook/unhook, file management, advanced. | | | |

| Windows | | | | |
|---|---|---|---|---|
| | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| | **YES** | **NO** | **YES** | **NO** |
| | 68 | 47 | 30 | 85 |
| | 59% | 41% | 26% | 74% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 4 | 48 | 49 | 14 |
| | 3% | 42% | 43% | 12% |
| | | | | |
| **Areas of Need** | 2007 functions, changes with upgrade, managing files, expanding skills, ways to use more efficiently, refresher, navigation, helpful tips. | | | |

| Microsoft Word | | | | |
|---|---|---|---|---|
| | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| | **YES** | **NO** | **YES** | **NO** |
| | 63 | 52 | 41 | 74 |
| | 55% | 45% | 36% | 64% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 4 | 47 | 48 | 16 |
| | 3% | 41% | 42% | 14% |
| | | | | |
| **Areas of Need** | Formatting, working with forms, being able to do document, general functions, shortcuts, new Word, Word 2007 is awful, spacing issues, setting defaults, efficiency in use, finding files, new organization, taskbar, margins, don't like latest upgrade, using bullets/outlines, close one document not entire program, making and saving files, creating labels. | | | |

| Outlook | | | | |
|---|---|---|---|---|
| | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| | **YES** | **NO** | **YES** | **NO** |
| | 52 | 63 | 27 | 88 |
| | 45% | 55% | 23% | 77% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 1 | 53 | 48 | 13 |
| | 1% | 46% | 42% | 11% |
| | | | | |
| **Areas of Need** | Shortcuts, new Outlook, efficiency in use, shared calendars, file management, contacts, sticky notes, task list, group calendars, organization of files, cleanup, saving items, calendar use, managing folders. | | | |

| Excel | | | | |
|---|---|---|---|---|
| | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| | **YES** | **NO** | **YES** | **NO** |
| | 39 | 77 | 50 | 64 |
| | 34% | 66% | 44% | 56% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 41 | 47 | 23 | 3 |
| | 36% | 41% | 20% | 3% |
| | | | | |
| **Areas of Need** | Queries, database, creating/maintaining spreadsheets, mail merge, basics, how to use it better, new Excel, formulas, general use, export data into Excel, entire program, navigation, calculations, advanced functionality, preparing presentation, coordination with Word, improved ability to utilize, headers, charts and graphs, complex formula creation, pivot tables. | | | |

| CAPS | | | | |
|---|---|---|---|---|
| *Child Protective Services System* | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| | **YES** | **NO** | **YES** | **NO** |
| | 112 | 3 | 31 | 84 |
| | 97% | 3% | 27% | 73% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 6 | 41 | 54 | 14 |
| | 5% | 36% | 47% | 12% |
| | | | | |
| **Areas of Need** | Building client information, court screens, IARL, SPND, all screens, access issues, paying/tracking bills, advanced, navigation, interfaces, general refresher, screen flow, linking information on screens, update/edit capabilities, licensing, any new changes, placement/placement status updates, opening clients, job specific tasks, use own cases to learn, supertask abilities, trust accounts, provider contracts, only if CAPS improves. | | | |

| DocGen | | | | |
|---|---|---|---|---|
| *CAPS Document* | **HAD TRAINING?** | | **NEED INITIAL/MORE?** | |
| *Generation* | **YES** | **NO** | **YES** | **NO** |
| | 71 | 44 | 16 | 99 |
| | 62% | 38% | 14% | 86% |
| | | | | |
| **Proficiency** | **Poor** | **Average** | **Good** | **Excellent** |
| | 14 | 36 | 49 | 16 |
| | 12% | 31% | 43% | 14% |
| | | | | |
| **Areas of Need** | Required scanned items for Division, saving documents in correct format, where documents are saved, where documents are accessed, access to forms, access to activity summary. | | | |

Workers were also asked to identify any other programs or areas in which they would like to receive training. Additional items identified include desktop publishing, PowerPoint, Adobe Writer, PERQS, SEARCHS and SharePoint.

## 5.3  Survey Question #3

*Do you know how to register for CAPS training sessions?*

One hundred nine (95%) workers responded that they do know how to register for CAPS training sessions. Six workers (5%) responded that they do not know how to register for CAPS training sessions.

## 5.4  Survey Question #4

*Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that time frame (if required for your job)?*

Ninety-eight (85%) workers responded that they did receive CAPS system training within six months of their hire date. Seventeen workers (15%) responded that they did not receive CAPS system training within six months of their hire date.

## 5.5  Survey Question #5

*How long do you feel someone should be at their job prior to attending CAPS training?*

Fifty-three (46%) workers responded that they felt someone should attend CAPS training within 1 week – 1 month of their hire date. Forty-one (36%) workers felt someone should be at their job 1 month – 2 months, 16 (14%) workers felt someone should be at their job 3 months – 4 months and five (4%) workers felt someone should be at their job 5 months – 6 months prior to attending CAPS training.

The CAPS trainer believes workers should have an appropriate amount of time on the job prior to coming to CAPS system training. This allows them to obtain a feel for what their job entails

so they are better able to relate their job tasks to the specific areas of the CAPS system. There is no set definition of "appropriate amount of time", however, there have been instances when workers have attended training within the first week or two of hire and the CAPS trainer believes this is too soon. While it is never too late to receive training, the CAPS trainer also believes that workers should attend training within the first one to two months of hire. This allows them to learn how to enter data into the system the correct way and avoid learning bad habits or obtaining inaccurate information about how to enter data from other resources.

## 5.6   Survey Question #6
*Ongoing system training sessions (advanced CAPS) offer workers an opportunity to receive hands-on, in-person training on all recent CAPS changes. Workers have the opportunity to practice working with the changes in a safe, training environment. These training sessions also offer workers the chance to discuss any specific system issues that they need assistance with at that time. All employees are offered ongoing/advanced CAPS system training. Have you ever attended an ongoing/advanced CAPS system training session?*

Twenty (17%) workers responded that they have attended an ongoing/advanced CAPS system training session. Ninety-five (83%) workers responded that they have never attended an advanced CAPS system training session.

## 5.7   Survey Question #7
*During 2009, ongoing/advanced CAPS training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):*

For this question, workers were given seven factors, as well as an option of "other" if one of the listed factors did not apply. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

| | |
|---|---|
| Did not receive notice ongoing/advanced CAPS sessions were being offered. | 7 |
| My request to attend was not approved by management. | 6 |
| The distance to travel is too far. | 21 |
| The material being covered in the sessions is not what I need. | 12 |
| I don't feel that I need advanced system training. | 47 |
| The dates that the sessions are offered are not convenient. | 16 |
| I don't use CAPS. | 2 |
| Other. | 33 |

A complete list of comments from workers who selected "other" or made general comments regarding advanced CAPS training sessions can be found in Appendix I.

## 5.8   Survey Question #8

*Did you feel the CAPS presentation during the annual policy training in August/September 2009 provided you with valuable information?*

Seventy-five (65%) workers responded that they did feel the CAPS presentation during the annual policy training provided them with valuable information.  Fifteen (13%) workers felt that the CAPS presentation did not provide them with valuable information.  Twenty-five (22%) workers identified that they did not attend any of the regional policy meetings.

## 5.9   Survey Question #9

*Would you like to see time scheduled during annual policy training specifically for CAPS Q&A?*

Eighty (70%) workers responded that they would like to see time set aside specifically for CAPS system issues during annual policy training.  Thirty-five (30%) workers do not want to have time dedicated to CAPS during annual policy training.

## 5.10 Survey Question #10

*When you experience CAPS system issues/problems, who do you contact or where do you go for help?  (CHECK ALL THAT APPLY):*

For this question, workers were given seven points of contact for receiving assistance when they run into system problems or have questions regarding system functionality.  Workers were given the option of selecting multiple factors, if appropriate.  The listed factors, along with their total number of responses, are identified in the table below:

| | |
|---|---|
| A co-worker. | 85 |
| My supervisor. | 48 |
| CAPS Help Desk. | 104 |
| CAPS Computer Systems Specialist. | 21 |
| CAPS Liaison. | 4 |
| CAPS Training Guide. | 46 |
| CAPS Training Website. | 18 |

## 5.11 Survey Question #11

*When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?*

For this question, workers were given eight options for identifying how they attempt to correct data errors in the CAPS system.  Workers were given the option of selecting multiple options, if appropriate.  The listed options, along with their total number of responses, are identified in the table below:

| Try to correct the problem myself. | 86 |
| Ask a co-worker for help correcting the problem. | 55 |
| Ask my supervisor for help correcting the problem. | 51 |
| Call the CAPS Help Desk for help correcting the problem. | 97 |
| Call the Central Office policy expert for help correcting the problem. | 5 |
| Call Margaret Jennings-Jeffrey for help correcting the problem. | 21 |
| Ignore it if the error was caused by another worker – it's not my problem | 5 |
| Ignore it unless it is causing me to not be able to enter other information. | 12 |

## 5.12 Survey Question #12

*Are you aware that the new child welfare system (MACWIS) is going to replace CAPS?*

One hundred-one (88%) workers responded that they were aware the State would be getting a new child welfare system and that this system would be replacing the current CAPS system. Fourteen (12%) workers identified that they were not aware that CAPS was going to be replaced by the new MACWIS system.

## 5.13 Survey Question #13

*Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.*

For this question, workers were asked to rate the usefulness of the CAPS training materials that they receive during the new employee CAPS training sessions, the CAPS Help Desk, the online field and screen help they access by pressing the F1 key on a specified field in the CAPS system and the CAPS training website.

The majority of the responses received for the training manual ranged from "sometimes helpful, sometimes not helpful" to "very helpful." For both online help and the training website, there were a large number of workers who selected "do not use" and commented that they "forgot it was there" or "didn't realize it existed".

With regards to the CAPS training materials, it is understandable how the materials would become less helpful over time. Due to the number of employees that receive CAPS system training, when system enhancements are made updates are not sent to those workers who received the training materials. As a result, the training materials can become outdated over time. When system enhancements are made, changes to the training materials (often accompanied by online demonstrations) are updated on the CAPS training website as soon as possible. This allows workers to access up-to-date training materials and handouts at any time, and the information can be printed directly in their own office.

The CAPS Help Desk continues to receive very positive reviews. There were only two instances of workers identifying that the help desk was "not helpful at all." Both workers who made this selection noted that they felt the help desk was frustrated with them because they called on

numerous occasions and that they were not patient. However, an overwhelming majority of workers rated the help desk as "very helpful", with a few workers adding additional comments about the excellent service they receive from the help desk staff.

It is of some concern that many workers still identify that they did not know online help or the training website existed or that they do not know how to use online help or how to access the training website. Both of these features have been available for a long time and their availability and functionality is mentioned during all CAPS training sessions and a link to the training website is included with every major enhancement notification that goes out to field workers.

| | *Very Helpful* | *Sometimes helpful* | *Sometimes helpful/ sometimes not* | *Not helpful at all* | *Don't use this resource* |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| **Training Materials** | 36 | 36 | 26 | 5 | 12 |
| | 31% | 31% | 23% | 4% | 11% |
| | | | | | |
| **Help Desk** | 88 | 14 | 8 | 2 | 3 |
| | 76% | 12% | 7% | 2% | 3% |
| | | | | | |
| **Online Help** | 15 | 25 | 24 | 3 | 48 |
| | 13% | 22% | 21% | 3% | 41% |
| | | | | | |
| **Training Website** | 17 | 22 | 16 | 2 | 58 |
| | 15% | 19% | 14% | 2% | 50% |

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix J.

## 5.14 Survey Question #14

*Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?*

One hundred (87%) workers responded that have been made aware of how the information that they enter into the CAPS system is utilized. Fifteen (13%) workers identified that they do not know how the information that they enter into CAPS is utilized.

## 5.15 Survey Question #15

*Do you feel knowing how the information that you enter into CAPS is utilized is important?*

One hundred-ten (96%) workers identified that they felt knowing how the information that they enter into CAPS is utilized is important. Five (4%) workers felt that it was not important for them to know how the information that they enter into CAPS is utilized.

As part of this survey question, workers were also invited to make any comments regarding why they felt knowing how the information they enter into the CAPS system was or was not important. These comments can be found in Appendix K.

## 5.16 Survey Question #16

*How many hours of your work day would you say you spend entering/accessing information in CAPS/DocGen (on average)?*

For this question, workers were asked to identify how much time they spend entering or retrieving information from the CAPS or DocGen systems.

| **0h** | **1h** | **2h** | **3h** | **4h** | **5h** | **6h** | **7h** | **8h** |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | 33 | 20 | 29 | 17 | 5 | 4 | 4 | 2 |
| 1% | 29% | 18% | 25% | 15% | 4% | 3% | 3% | 2% |

It is interesting to note that many workers comment that they feel they spend too much time using the computer to enter their case information and yet the majority of workers identified that they spend less than half of their work day using the system for entering or accessing information.

Every worker who identified that they spend 6 – 8 hours per day utilizing CAPS is administrative support personnel.

## 5.17 Survey Question #17

*Currently, the CAPS training website (http://vhsp.dphhs.mt.gov/sevp/caps/index.htm) contains such information as the training schedule, training guides, screen guides, system documentation and links to other departmental websites. How often do you access the CAPS training website?*

For this question, workers were given the opportunity to identify how often they access the CAPS training website for information. Several workers identified that they never use the training website and, once again, quite a few workers indicated that they were not even aware that a training website existed. This continues to be surprising, since the training website has been available for several years and workers are directed to the website for training registrations, training on enhancements and for various other system related documentation. The training website continues to hold unlimited potential for meeting the training needs of the Department. Workers were asked to identify how often they access the training website using the following scale: 1 = always access the training website; 2 = sometimes access the training website; 3 = rarely access the training website; 4 = never access the training website; and 5 = was not aware that there was a training website.

| **1** | **2** | **3** | **4** | **5** |
|-------|-------|-------|-------|-------|
| 3 | 18 | 40 | 39 | 15 |
| 3% | 15% | 35% | 34% | 13% |

## 5.18 Survey Question #18

*If you were to access the CAPS training website on a daily basis, what areas would you utilize the most?*

For this question, workers were asked to identify those areas of the training website that they would utilize the most, were they to access the training website on a daily basis. Some items that were on the list are items that are already part of the website. Several items were on the list as suggestions on new items for the website. As identified previously, the training website holds unlimited potential for providing workers with information in many areas. Workers were invited to check as many items on the list as they would like to see and could benefit from, if they were updated on a regular basis or added to the training website. Those items that are already located on the training website are in italics. Several items, such as "system documentation" are continual works in progress. Training materials are continuously updated and new online demonstrations and documentation are added regularly.

| | |
|---|---|
| *Training schedule/register for training.* | *22* |
| *Updated training guides and handouts.* | *52* |
| *Written documentation on how to perform specific functions in CAPS.* | *70* |
| *Online demonstrations on how to perform specific functions in CAPS.* | *67* |
| *Documentation/demos on recent enhancements/changes to CAPS.* | *55* |
| *System documentation (rate list, service code descriptions, etc.)* | *33* |
| *CAPS report documentation.* | *37* |
| List of Central Office contacts/policy specialists. | 32 |
| An area where you could post questions/receive answers/FAQs. | 38 |
| CAPS system tips and tricks. | 69 |

Workers were invited to provide any additional comments regarding the use of the CAPS training website. These comments can be found in Appendix L.

## 5.19 Survey Question #19

*Additional comments.*

All workers who completed and returned a survey were invited to make any additional comments regarding any CAPS training or system issues, or if they wanted to provide additional comments to answers they had made on previous questions in the survey. These comments can be found in Appendix M.

# 6 PLAN FOR CONTINUOUS MONITORING

The 2009 Training Needs Assessment is not intended to provide permanent solutions for CAPS training needs.  It is part of a continuous process of examining the changing needs of CAPS system users.  In response to those needs, a training needs assessment will be provided annually by Northrop Grumman based on information gathering techniques similar to those used for this assessment.  Training will be provided and modified based on the needs of the client, any system changes that take place throughout the year, any technological changes that have taken place in the previous year, and the projected changes for the coming year.

# 7   RECOMMENDATIONS

Northrop Grumman's goal for CAPS training in the year 2010 is to continue the refinement and delivery of training to new employees.  The combination of lecture, PowerPoint presentation, live demonstrations and hands-on practice that workers receive during the initial CAPS training session is the optimum training method for new employees.  The opportunity to experience the "real" system in a "training" system environment, the ability to make mistakes and then learn how to avoid or fix them, the opportunity to receive personal assistance and attention, listen to abundant information, meet other CAPS system users and ask as many questions as necessary is invaluable for any individual new to a computer system.  Because policy is not addressed during CAPS training sessions, workers are able to focus strictly on the system details without having to worry about also learning policy issues during that time.  CAPS trainees receive, and are expected to have reviewed, a pre-training guide before attending their training session.  They also receive a training manual and a keyboard template during training so they can take notes and have a follow-up resource available to them when they return to their offices.  Training materials (training guides and handouts) are not generic.  Each training session has training materials designed specifically to address the system needs of that particular training (for example, licensing workers will not receive the same training materials as social workers.)

The goal of the CAPS trainer is to enhance what is already working well and to make additions and/or modifications to the training program that will improve the training delivery, thereby working toward a program that is both comprehensive and which optimizes a worker's time spent in training.

The question of "how soon should I attend a CAPS training session" is something that is often asked of the CAPS trainer.  Per CFSD policy, employees should attend a CAPS training session within six months of hire.  A question in this year's survey asked worker's how long they felt workers should be on the job prior to attending CAPS system training.  Over 80% of workers responded that they felt CAPS system training should occur between one week and two months of hire.  The CAPS trainer believes that, ideally, training should definitely occur sooner than six months.  This will enable all new employees to get started "on the right foot" and prevent them from becoming frustrated by not knowing how to use the system, or learning something incorrectly because "this is the way my co-workers have always done it."

There really is a fine line between "too soon" and "too late" (although, the CAPS trainer believes it is never too late to receive training!)  When a new employee attends CAPS system training is currently dictated mostly by their hire date and the dates of the next scheduled CAPS training.  They must also balance time to attend CAPS training with time to attend two weeks of MCAN training.  There have been numerous sessions where workers have attended CAPS training within days of their hire date.  The CAPS trainer believes that attending CAPS training too soon is not beneficial to the worker.  Most of the time, if they attend training too early, they are not yet aware of what their job entails and so they have to guess at what they really need to focus on during CAPS training.  Knowing what they will be responsible for entering into the system when back in the office helps them balance the "I need to know this for information purposes only" versus "I really need to know how to do this because I am going to be entering this information."

An important item to note is that, in recent months, training room availability is at a premium.  It is becoming increasingly more difficult to schedule training sessions at the last minute or in the near future.  Because the training room is "owned" by DPHHS and not just Child and Family Services, several different agencies/groups are able to schedule the use of the training facility.  This is just something for the Department to be aware of in case there is noticeable delay in scheduling "as requested" training sessions.

One topic that continues to come up in the annual training survey is requests from workers for the CAPS trainer to provide training directly in their offices.  In the past, training has been provided in a county office but only on very rare occasions and only when it is for a specific topic and a large group of workers will be in attendance.  The CAPS trainer believes that this is not an optimum way to provide system training for several reasons.  First, it is virtually impossible to guarantee uninterrupted time for training in an office environment.  Second, because of differences in office setup (computer stations, conference rooms, etc) from location to location, providing training in anything other than "lecture" format could be very difficult.  Lastly, providing computer system training without the ability to practice in a safe, test database environment is not very effective.  In the past, the Department has supported the CAPS trainer on this issue.

**Recommendations:  Northrop Grumman recommends that the current format for new employee social worker and provider licensing training sessions remain unchanged, allowing for modifications as necessary.**

**Northrop Grumman recommends that advanced training sessions for social workers and provider licensing workers continue to be scheduled in Helena, three times annually.  The CAPS trainer will also remain available to attend and present CAPS system information during the regional policy meetings, if requested to do so by the Department.**

**Northrop Grumman recommends that the Department continue to support the CAPS trainer's stance that providing training in local offices is not the optimal training environment.  Holding training sessions at the DPHHS Training Center in Helena guarantees uninterrupted time, access to the training database and a room setup that is geared towards computer training.**

**Northrop Grumman recommends that training sessions for new Juvenile Probation/Parole workers, new Centralized Intake workers and new Montana Foster Care Independence Program workers, and other specialized groups of workers continue to be scheduled on an "as needed" basis only.  The CAPS trainer will continue to make every effort to schedule sessions in a timely manner in order to avoid a lengthy delay for the workers requesting and/or needing training.**

Advanced system training sessions can be used to focus on system specifics for experienced workers, reviewing policy as it relates to CAPS, or for a Q&A session for workers to cover specific examples from their home office.  Advanced system training sessions offer an excellent opportunity to cover any major system enhancements over the past year, allowing ample time to

apply a strong focus to a few different areas of the system, rather than the general overview of the entire system that new employees receive during the initial CAPS training sessions.

While it is the recommendation of Northrop Grumman that advanced training sessions continue to be scheduled in Helena three times a year, due in large part to travel budget restrictions and lack of time due to worker's caseloads, attendance at advanced training sessions has been minimal to non-existent over the past several years.  Past advanced training sessions have often been canceled due to lack of registrations.  However, Northrop Grumman believes that everyone benefits from additional system training, especially on system changes or additions.  Training sessions conducted in Helena could be used specifically for Q&A and specific case examples for workers who attend those sessions.  Training on system changes or additions, however, could also be accomplished through the use of Captivate demonstrations and additional training materials on the training website.  This would not only allow workers to review the changes in their own offices in a timely manner and on their own time schedule, but would also encourage workers to use the training website on a more regular basis.

Several workers commented in their survey response that they would like to attend advanced training but could not afford or ask for a "week out of the office" due to their caseload. Advanced training sessions are only scheduled for one to one and one-half days and this is identified in the announcements sent to the field regarding these sessions.  Perhaps if this was made clearer in future announcements, workers would see this as an advantage as they would not need to request a week out of their office and would encourage more participation in advanced training.

It is the understanding of the CAPS trainer that the Department has updated its policy to require employees to attend an advanced training session if they have received CAPS system training within the past five years, or to attend a regular CAPS training session if their original CAPS training was more than five years ago.  The CAPS trainer believes this is a positive move by the Department.  This will enable all Department employees to receive training on a regular basis without having the conflict of wanting to receive more training but not wanting to neglect their caseload.  Several workers commented in the training survey that they would love to receive additional training, but just do not feel they can ask for time away from the office.

Budget concerns within State government have forced the Department into a hiring freeze as well as scaling back on unnecessary travel costs.  This affects the number of new employees requiring training as well as the number of existing employees being authorized to attend additional training.  As a result, the CAPS trainer would like the Department to recognize that several training sessions may be canceled throughout the 2010 training year due to low and/or no registrations.

The DPHHS Program Bureau has also requested, in the past, that CAPS system training be included in the regional policy training agenda.  Attendance at one of the regional meetings is required for every Child and Family Services Division (CFSD) employee.  The addition of CAPS training during these meetings would be very appropriate since many changes to the CFSD policy require changes to the CAPS system and the data that workers are required to enter into the CAPS system.  By including a CAPS system training session in the regional policy

meetings, this would also eliminate additional travel and time away from the worker's office, and provide a guaranteed audience for important system training issues and/or data quality issues. Currently, CFSD policy recommends that workers attend CAPS training every five years. There have been suggestions on the training survey that workers receive additional CAPS system training at least once per year and since workers are required to attend these policy meetings, including CAPS to the agenda would address this suggestion.

**Recommendations: Northrop Grumman recommends that the agenda for advanced training sessions in Helena be reserved specifically for Q&A and specific case examples for workers attending those sessions.**

**Northrop Grumman recommends that the training website be used as the main avenue for disseminating information and training on any system changes that occur during the year. The CAPS trainer will continue to make every effort to ensure that all training materials (training guides, Captivate demos, etc) are updated as soon as possible after a change is migrated to production. Use of the training website as a way to obtain information regarding system changes, and the time workers spend accessing this information, would need to be strongly supported by the Department.**

**Northrop Grumman recommends the Department strive to enforce the requirement for employees who have received CAPS training within the last five years to attend an advanced training session and to a requirement for employees who have received CAPS training more than five years ago to attend a regular CAPS training session. However, Northrop Grumman also recognizes that, due to the hiring freeze and current budget constraints, this may not be possible.**

**Northrop Grumman recommends that CAPS system training continue to be considered as an option during the annual regional policy meetings. Conducting training during this time would alleviate travel budget concerns for the Department and would keep all workers "up to speed" on any system changes or areas that have been identified as "problem spots" for timely and accurate data entry.**

Lou Walters, CAPS Liaison with CFSD, has attended new employee training sessions in the past to talk with workers about the importance of timely and accurate data entry. Central Office representation at CAPS training sessions during 2009 was conducted on a semi-regular basis and the CAPS trainer believes it is important for the Department to be involved in each training session for a couple of reasons. First, it is helpful for workers to hear about the importance of timely and accurate data entry from someone other than the CAPS trainer and, second, it is important for workers to hear that the information they enter into the system is used by other workers and the different ways that information is used. Too often, workers do not know how the information that they are entering into the CAPS system is used for state and federal reporting purposes and, if they are made aware of this, it makes it much easier to understand the importance of entering all the data the Department is asking them to enter. It is the hope of the CAPS trainer that data quality training will continue throughout the 2010 training year.

New employees attending social worker and provider licensing training sessions continued to receive Ergonomics training during 2009. This training is presented by Joe McAnally, Safety and Security Officer for DPHHS. The training includes a PowerPoint presentation on health issues caused by computer overuse, including Carpal Tunnel Syndrome. Workers also receive a handout that shows an ergonomically correct workstation setup. Workers have the option of working directly with Joe in setting up a workstation evaluation in their own office. Because Joe is also the Security Officer, workers have the opportunity to meet the person they would most likely be dealing with in case of threats or other security issues back in their office. Ergonomics training has been scheduled during all regular training sessions in 2010 on Friday morning. This training lasts approximately 30 minutes.

**Recommendations: Northrop Grumman recommends that a Central Office representative continue to provide a brief presentation on the importance of timely and accurate data entry, and how the data that workers enter into the CAPS system is used in reporting, during all new employee training sessions.**

**Northrop Grumman recommends that Ergonomics training continue to be presented during all new employee training sessions.**

The 2010 CAPS training schedule was added to the CAPS training website. Workers have the ability to register for upcoming training sessions directly from the website. An e-mail message is automatically generated to the CAPS trainer identifying who the worker is and the dates of training they wish to attend. Workers can also register for training by contacting the CAPS trainer directly via phone or e-mail. Training confirmation letters and pre-training guides are mailed to registered workers approximately two weeks prior to their scheduled training session. An announcement of each training session is also distributed via e-mail one month prior to a scheduled training session. The DPHHS CAPS Business Analyst or the DPHHS CAPS Computer Systems Specialist sends these announcements. All regularly scheduled training sessions in 2010 are scheduled in the DPHHS Training Center, 2800 Airport Road, in Helena (with the exception of the regional policy meetings).

**Recommendations: Northrop Grumman recommends that the CAPS training schedule continue to be available on the CAPS training website, that training announcements continue to be sent one month in advanced of the scheduled training date, and that training confirmation letters and pre-training guides continue to be mailed to each participant two weeks prior to their scheduled training session.**

Currently, the CAPS training website makes updated system documentation immediately available to all workers. Items on the website currently include: training manuals, training handouts, screen guides, training schedule, training needs assessment survey and document, links to departmental websites, and e-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.

In response to several requests on the training survey, the CAPS trainer will work with the Department to maintain a list of Central Office contacts/policy specialists, along with a description of their job duties, and make it available to all field workers on the training website.

It is the goal of the CAPS trainer to finalize the redesign of the screen guide section of the training website.  Work continues to be done to create a document for each screen in CAPS that will walk the workers through every field on the screen identifying what information goes there, where information comes from (if defaulted from another location) and general details on how to complete each field, rather than the current format of a static screen print with a brief description of the screen.  Screens that are already completed will be added to the training website in the near future and additional screens will be added as the documentation is completed.

It is also the goal of the CAPS trainer to redesign the training guides distributed in new employee training sessions.  Once the above referenced screen guides have been completed, the training guides workers receive during training sessions can be modified to contain the new, more detailed screen information.  The CAPS trainer believes this will provide workers with a more detailed "how-to" guide when they return to their office after training.  Once the new format has been completed, the training guide section on the training website will also be updated.

The CAPS trainer is also going to start working on a Tips and Tricks/FAQ section of the training website.  After discussions with Department staff, it was decided this would be a prime location to add areas of data entry concern with tips on how to enter data timely and correctly.  The "tips" section could be split out into various areas of the system (for example – IVE eligibility, court information, child support, referrals, etc.)  Information can be presented using a wide variety of formats from a simple Word document to a Captivate screen demonstration to quizzes where workers can test their knowledge of the subject after reviewing the information.

**Recommendations:  Northrop Grumman recommends that the CAPS training website continue to be used as the central location for all CAPS related training and system documentation and that the items identified above and throughout the training survey are added as time allows for development and implementation.**

**Northrop Grumman recommends that the Department research options that will allow workers outside the state firewall (tribal social services and contract staff) to access the CAPS training website so that the website is a resource for all employees who use the CAPS system.**

Workload, time and budget constraints are often the culprit to blame for workers not being able to attend an "in person" training session.  However, if system updates and more interactive materials are added to the training website in a timely manner, CAPS system training is included as part of the required annual policy meetings, and workers begin to be required to attend either an advanced training session or go back through a regular training session, this will address both issues of communicating changes timely and effectively <u>and</u> ensuring that workers receive exposure to a classroom-type training session on a regular basis.  It is Northrop Grumman's goal to continue to provide CAPS system users with a positive training experience that facilitates learning, regardless of the method used.

# APPENDIX A – CAPS TRAINING EVALUATION

| TRAINING DATE: | HIRE DATE: |
|---|---|
| TITLE: | COUNTY/JUD DIST: |

*As the CAPS trainer, it is my goal to provide you with the highest quality training possible. Please help me by completing the following questions:*

1.  During this training, what do you expect to learn or be able to do differently than you do presently?

 

 

 

2.  The following sections were covered during the course of this training. Use the chart below to indicate if you feel you would be able to use the concepts/screens associated with each section immediately when you return to your desk:

| SECTION | YES | YES, WITH SUPPORT | NO | COMMENTS |
|---|---|---|---|---|
| System Overview | | | | |
| Report/Referral | | | | |
| Client Setup | | | | |
| Provider Info | | | | |
| Permanency Plan | | | | |
| Services | | | | |
| Maintenance | | | | |
| Interfaces | | | | |
| Payments | | | | |
| Trust Accounts | | | | |

3.   Name one (or more) item(s) you **liked** about the training materials and course content (binders, exercises, overhead presentation, handouts, lecture, games, etc.):

_____
_____
_____

4.   Name one (or more) item(s) you **would change** about the training materials and course content:

_____
_____
_____

5.   Name one (or more) style(s)/approach(es) the trainer used which worked effectively:

_____
_____
_____

6.   Name one (or more) style(s)/approach(es) the trainer used which you would like to see changed:

_____
_____
_____

7.   Overall, describe how this course compares with your original expectations (question#1).

_____
_____
_____

8.   What did you get out of this course that you did not expect?

_____
_____
_____

9.   Additional comments:

_____
_____
_____

# APPENDIX B – ADVANCED CAPS TRAINING EVALUATION

Your name (optional): _____     Date: _____

| | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | N/A |
|---|---|---|---|---|---|
| The topics for this advanced training were well chosen. | | | | | |
| The presentation was well organized. | | | | | |
| The handouts were helpful. | | | | | |
| There was enough time to discuss each topic. | | | | | |
| This training was worthwhile for me. | | | | | |
| Approximately what percentage of the information was helpful to you? *(Circle one)* | 100% | 75% | 50% | 25% | 0% |

What grade would you give the trainer(s) for today's presentation?          A    B    C    D    F

What could the trainer(s) have done better?

What was the best part of today's training?

Today's topics were selected from suggestions made in the Annual Training Needs Assessment Survey.  Can you think of other topics that would have been helpful?  (Please list)

Any additional comments?

# APPENDIX C – CPS SPECIALIST TRAINING OUTLINE

I. **WELCOME**
   A. Introduction of Trainer and Guest Speakers
   B. Introduction of Class Participants
   C. Housekeeping Details
   D. Agenda

II. **SYSTEM OVERVIEW**
   A. Security
   B. Accessing and exiting the system
      Explain training database/logon ID's
      Password Maintenance
   C. Keyboard Functionality
   D. Online Help Resources
      Help Desk
   E. Screen Functions
      Fast Path
      Messages
      Screen Headings
      List/Detail concept
   F. Menus

III. **REPORT/REFERRAL**
   A. Searching for/Adding a Person
      PERS          Person Search
      PERL          Person List
      PERD          Person Detail

   B. Referral Intake Process
      RRRL          Report/Request List
      CID1          Centralized Intake Detail 1
      CID2          Centralized Intake Detail 2
      RRD1          Report/Request Intake Detail 1
      RRD2          Report/Request Intake Detail 2
      RRD3          Report/Request Intake Detail 3

IV. **CLIENT SETUP**
   A. Initial Setup/Transfers/Security
      AXED          Assignments/Transfers Detail
      WMSG          Warning Message
      CSLL          Caseload List
      RELL          Relationship List
      RELD          Relationship Detail

B.	Building Client History
	ADDL	Address List
	ADDD	Address Detail
	CLID	Client Detail
	ICWD	ICWA Detail
	SPND	Special Needs
	EDHL	Educational History List
	MEDS	Medical Summary
	MMHD	Medical/Mental Health Detail
	MDTD	Medication/Treatment Detail
	EMPL	Employment History

## V.	PROVIDER INFORMATION
A.	Adding a Non-Licensed/Non-Contracted Provider
	PROS	Provider Search
	PROL	Provider List
	PROE	Provider Entry
	PROD	Provider Detail
	FSPL	Facility Services Provided List
	PTID	Provider Tax Identification Detail

B.	General Provider Details/Information
	PADL	Provider Address List
	PADD	Provider/Facility Address Detail
	PAKD	Provider AKA Detail
	PIGD	Provider Information (General) Detail

## VI.	PERMANENCY PLAN
A.	Client/Case Assessments and Reviews
	IARL	Initial Assessment and Review List
	IARD	Initial Assessment and Review Detail

B.	Permanency Plan Hearing Information
	PPHL	Permanency Plan Hearing List
	PPHD	Permanency Plan Hearing Detail

## VII.	SERVICES
A.	Non-Payable Services and Removals
	SERL	Services List
	SERN	Services Detail Non-Payable
	CREI	CPS Removal Eligibility Information

B.	Court Events and Dispositions
	CRTL	Court List
	CRTD	Court Detail

C.      Placements
        CPHL            Client Placement History List
        PLAD            Placement Detail
        PLSH            Placement Status History
        LICH            Placement License History
        GARD            Guardianship Detail
        ADOD            Adoption Detail

D.      Payable Services/Supplemental Justification/Funding Eligibility
        SERP            Services Detail Payable
        SSJD            Supplemental Service Justification

E.      Group Services
        GRSL            Group Services List

F.      Interstate Compacts
        ICPL            Interstate Compact List
        ICPD            Interstate Compact Detail
        ICAD            Interstate Compact Action Detail

G.      Transitional Living
        BSAS            Building Skills Plan Summary
        BSAE            Building Skills Evaluation

## VIII.   MAINTENANCE SCREENS

A.      Caseload Management and Client/Case History Screens
        ALER            Alerts
        ACTL            Activity List
        ACTD            Activity Detail
        AKAD            Person Name AKA Detail
        STFL            Staff List
        EVEL            Event List
        SEAL            See All Client Screens
        USMD            User Maintenance Detail
        USML            User Maintenance List
        MIPD            Minors in Possession Detail
        SPTK            Supervisory Task List

B.      Notes and Document Generation Processes

## IX.    INTERFACE SCREENS

A.      Interface Resolution Process
        TIRD            TEAMS Interface Resolution Detail
        SIRD            SEARCHS Interface Resolution Detail

SIR2          SEARCHS Interface Resolution Detail 2
APRD          Absent Parent Resolution Detail

B.     Foster Care Child Support Enforcement Referral
SIID          SEARCHS Initial Inquiry Detail
CSED          Child Support Enforcement Referral Detail
CSCD          Child Support Child in Foster Care Detail
CSFD          Child Support Father Detail
CSF2          Child Support Father Detail 2
CSMD          Child Support Mother Detail
CSM2          Child Support Mother Detail 2
PRID          Private Insurance Detail

C.     TANF Emergency Assistance Application
TIID          TEAMS Initial Inquiry Detail
EARD          Emergency Assistance Request Detail
EAR2          Emergency Assistance Request Detail 2
EAWD          Emergency Assistance Services To Be Provided

## X.    PAYMENTS

A.     Approvals/Modifications/History
PAYA          Payment Approval List
CBPL          Client-Based Payment List
CBPD          Client-Based Payment Detail
PAFD          Payment Funding Detail
CLPH          Client Payment History
CMPL          Client Monthly Payment List
CLPD          Client Payment Detail

B.     Funding Eligibility
CELL          Client Eligibility List
IVEL          IV-E Reimbursability List
IVED          IV-E Reimbursability Detail
IVRH          IV-E Reason Code History
MIHL          Medicaid Issuance History List

C.     Provider Warrants (Checks)
WRNH          Provider Warrant History
WRND          Provider Warrant Detail

D.     Contracts
CONL          Contract List
COND          Contract Detail
CONC          Contract Costs

E.      Overpayments
OPAR            Overpayment Recovery
ORAD            Overpayment Recovery Activity Detail

**XI.     TRUST ACCOUNTS**
A.      Setting up a Plan
TAPL            Trust Account Plan List
TAPD            Trust Account Plan Detail

B.      Requesting an Expenditure
TAEL            Trust Account Expenditure List
TAED            Trust Account Expenditure Detail

C.      Viewing Client Trust Account History
TAHL            Trust Account History List
TAHD            Trust Account History Detail

# APPENDIX D – PROVIDER LICENSING TRAINING OUTLINE

I.  **WELCOME**
    A.  Introduction of Trainer and Guest Speakers
    B.  Introduction of Class Participants
    C.  Housekeeping Details
    D.  Agenda

II. **SYSTEM OVERVIEW**
    A.  Security
    B.  Accessing and exiting the system
        Explain training database/logon IDs
        Password Maintenance
    C.  Keyboard Functionality
    D.  Online Help Resources
        Help Desk
    E.  Screen Functions
        Fast Path
        Messages
        Screen Headings
        List/Detail Concept
    F.  Menus

III. **REPORT/REFERRAL**
    A.  Searching for/Adding a Person
        PERS        Person Search
        PERL        Person List
        PERD        Person Detail

    B.  Referral Intake Process
        RRRL        Report/Request List
        RRD1        Report/Request Intake Detail 1
        RRD2        Report/Request Intake Detail 2
        RRD3        Report/Request Intake Detail 3
        CID1        Centralized Intake Detail 1
        CID2        Centralized Intake Detail 2

IV. **PROVIDER ENTRY**
    A.  Provider Setup
        PROS        Provider Search
        PROL        Provider List
        PROE        Provider Entry
        PROD        Provider Detail

B.    Licensing

| | |
|---|---|
| FACD | Facility Detail |
| PADL | Provider/Facility Address List |
| PADD | Provider/Facility Address Detail |
| FALL | Facility Approval/Licensing List |
| FALD | Facility Approval/Licensing Detail |
| PRPL | Provider Person List |
| PRPD | Provider Person Detail |
| CLTL | Client Types List |
| CLTD | Client Types Detail |
| PTID | Provider Tax Identification Detail |
| FSPL | Facility Services Provided List |
| PRFL | Provider/Facility List |

C.    Provider Information Details

| | |
|---|---|
| PRRL | Provider Rates List |
| PRPH | Provider Placement History |
| PRTL | Provider Training List |
| PRTD | Provider Training Detail |
| PRCL | Provider Contact List |
| PRCD | Provider Contact Detail |
| PBID | Provider Banking Detail |
| FASL | Facility Assessment List |
| FASD | Facility Assessment Detail |
| PREL | Provider Event List |
| FCLL | Facility Caseload List |
| PAKD | Provider/Facility AKA Detail |
| PASL | Provider Active Services List |

D.    Provider Warrant Information

| | |
|---|---|
| WRNH | Provider Warrant History |
| WRND | Provider Warrant Detail |

## V.    MAINTENANCE SCREENS
A.    Caseload Management Screens

| | |
|---|---|
| ALER | Alerts |
| AKAD | Person Name AKA Detail |
| STFL | Staff List |
| AXED | Assignments/Transfers Detail |
| USML | User Maintenance List |
| USMD | User Maintenance Detail |
| MIPD | Minors in Possession Detail |
| PIGD | Provider Information (General) Detail |

B.    Document Generation and Notes Process

## VI.    INTERFACE SCREENS
      A.     CCUBS (Child Care Under the Big Sky)
               CCRD          CCUBS Interface Resolution Detail
               CCR2          CCUBS Interface Resolution Detail 2

# APPENDIX E – YOUTH COURT TRAINING OUTLINE

**I.    WELCOME**
    A. Introduction of Trainer and Guest Speakers
    B. Introduction of Class Participants
    C. Housekeeping Details
    D. Agenda

**II.   SYSTEM OVERVIEW**
    A.    Security
    B.    Accessing and exiting the system
          Explain training database/logon ID's
          Password Maintenance
    C.    Keyboard Functionality
    D.    Help Resources
    E.    Screen Functions
          Fast Path
          Screen Headings and Messages
          List/Detail Concept
    F.    Menus

**III.  PERSON/CLIENT SETUP**
    A.    Searching for/Adding a Person
          PERS          Person Search
          PERL          Person List
          PERD          Person Detail

    B.    Client Setup/Transfers/Client History
          AXED          Assignments/Transfers Detail
          WMSG          Warning Message
          CSLL          Caseload List
          CLID          Client Detail
          RELL          Relationship List
          RELD          Relationship Detail
          ADDL          Address List
          ADDD          Address Detail
          EMPL          Employment History

**IV.   PROVIDER INFORMATION**
          PROS          Provider Search
          PROL          Provider List
          PIGD          Provider Information (General) Detail

**V.     INITIAL ASSESSMENTS/CLOSURES**
        IARL        Initial Assessment and Review List
        IARD        Initial Assessment and Review Detail

**VI.    SERVICES/PLACEMENTS**
    A.      Non-Payable Services and Removals
            SERL        Services List
            SERN        Services Detail Non-Payable
            CREI        CPS Removal Eligibility Information

    B.      Court Events and Dispositions
            CRTL        Court List
            CRTD        Court Detail

    C.      Placements
            CPHL        Client Placement History List
            PLAD        Placement Detail
            PLSH        Placement Status History
            LICH        Placement License History
            JJPD        Juvenile Justice Placement Detail

    D.      Payable Services/Supplemental Justification/Funding Eligibility
            SERP        Services Detail Payable
            SSJD        Supplemental Service Justification

**VII.   MAINTENANCE**
    A.      Caseload Management and Client/Case History Screens
            ALER        Alerts
            AKAD        Person Name AKA Detail
            EVEL        Event List
            SEAL        See All Client Screens
            USMD        User Maintenance Detail
            USML        User Maintenance List
            MIPD        Minors in Possession Detail
            SPTK        Supervisory Task List

**VIII.  INTERFACE RESOLUTIONS**
        TIRD        TEAMS Interface Resolution Detail
        SIRD        SEARCHS Interface Resolution Detail
        SIR2        SEARCHS Interface Resolution Detail 2
        APRD        Absent Parent Resolution Detail

**IX.    PAYMENT INFORMATION**
        PAYA        Payment Approval List
        CBPL        Client-Based Payment List

CBPD            Client-Based Payment Detail
PAFD            Payment Funding Detail

# APPENDIX F – CENTRALIZED INTAKE TRAINING OUTLINE

**I.   WELCOME**
   E.  Introduction of Trainer and Guest Speakers
   F.  Introduction of Class Participants
   G.  Housekeeping Details
   H.  Agenda

**II.   SYSTEM OVERVIEW**
   A.   Security
   B.   Accessing and exiting the system
        Explain training database/logon ID's
        Password Maintenance
   C.   Keyboard Functionality
   D.   Help Resources
   E.   Screen Functions
        Fast Path
        Screen Headings and Messages
        List/Detail Concept
   G.   Menus

**III.   INQUIRY SCREENS (additional history)**
These are additional screens Centralized Intake Unit staff will have inquiry (read-only) access to.
Centralized Intake staff cannot modify or add information on these screens.

| | |
|---|---|
| ADDL | Address List |
| ADDD | Address Detail |
| ADOD | Adoption Detail |
| CLID | Client Detail |
| CPHL | Client Placement History List |
| CREI | CPS Removal Eligibility Information |
| CRTL | Court List |
| CRTD | Court Detail |
| EDHL | Education History |
| EMPL | Employment History |
| EVEL | Event List |
| FALL | Facility Approval/Licensing List |
| FALD | Facility Approval/Licensing Detail |
| GARD | Guardianship Detail |
| IARL | Initial Assessment and Review List |
| IARD | Initial Assessment and Review Detail |
| ICPL | Interstate Compact List |
| ICPD | Interstate Compact Detail |
| ICAD | Interstate Compact Action Detail |
| ICWD | ICWA Detail |

IVEL        IV-E Reimbursability List
IVED        IV-E Reimbursability Detail
LICH        Placement License History
MDTD        Medication/Treatment Detail
MEDS        Medical Summary
MIHL        Medicaid Issuance History
MMHD        Medical/Mental Health Detail
PADL        Provider/Facility Address List
PADD        Provider/Facility Address Detail
PASL        Provider Active Services List
PIGD        Provider Information (General) Detail
PLAD        Placement Detail
PLSH        Placement Status History
PPHL        Permanency Plan Hearing List
PPHD        Permanency Plan Hearing Detail
PRPL        Provider Person List
PRPD        Provider Person Detail
PRPH        Provider Placement History
RELL        Relationship List
RELD        Relationship Detail
SERL        Services List
SERN        Services Detail: Non-Payable
SPND        Special Needs Detail
SPTK        Supervisory Task Detail

**IV.    PERSON & PROVIDER INFORMATION**
    A.    Searching for/Adding a Person
          PERS        Person Search
          PERL        Person List
          PERD        Person Detail

    B.    Searching for a Provider
          PROS        Provider Search
          PROL        Provider List
          PROD        Provider Detail
          FACD        Facility Detail

    C.    Alias names for a Person or Provider
          AKAD        Person Name AKA Detail
          PAKD        Provider/Facility AKA Detail

    D.    Searching for history on a person or provider
          RRRL        Report/Request List

E.      Adding activity details on a client
        ACTL         Activity List
        ACTD        Activity Detail

**V.     REPORTS**
     A.      Accessing history on referrals
        RRRL        Report/Request List
        RRD1        Report/Request Intake Detail 1
        RRD2        Report/Request Intake Detail 2
        RRD3        Report/Request Intake Detail 3

     B.      Adding a referral as a CI worker
        RRRL        Report/Request List
        CID1         Centralized Intake Detail 1
        CID2         Centralized Intake Detail 2

     C.      Notes Process

**VI.    MAINTENANCE**
     A.      Caseload Information
        CSLL        Caseload List

     B.      Caseload Management
        ALER        Alerts
        STFL         Staff List
        SEAL        See All Client Screens
        AXED        Assignments/Transfers Detail

     C.      Worker Information
        USML       User Maintenance List
        USMD       User Maintenance Detail

# APPENDIX G – TRANSITIONAL LIVING TRAINING OUTLINE

**I.    WELCOME**
- A.    Introduction of Trainer and Guest Speakers
- B.    Introduction of Class Participants
- C.    Housekeeping Details
- D.    Agenda.

**II.   SYSTEM OVERVIEW**
- A.    Security
- B.    Accessing and exiting the system
  Explain training database/logon ID's
  Password Maintenance
- C.    Keyboard Functionality
- D.    Online Help Resources
  Help Desks
- E.    Screen Functions
  Fast Path
  Screen Headings and Messages
  List/Detail Concept
- F.    Menus

**III.  PERSON AND CLIENT INFORMATION**

| | |
|---|---|
| PERS | Person Search |
| PERL | Person List |
| PERD | Person Detail |
| CPHL | Client Placement History List |
| AXED | Assignments/Transfers Detail |
| WMSG | Warning Message |
| CSLL | Caseload List |
| CLID | Client Detail |
| ADDL | Address List |
| ADDD | Address Detail |
| RELL | Relationship List |
| RELD | Relationship Detail |
| EDHL | Education History List |
| EMPL | Employment History List |
| SPND | Special Needs Detail |
| CRTL | Court List |
| CRTD | Court Detail |
| ACTL | Activity List |
| ACTD | Activity Detail |

**IV. ASSESSMENTS AND REVIEWS**

| | |
|---|---|
| IARL | Initial Assessment and Review List |
| IARD | Initial Assessment and Review Detail |

**V. SERVICES**

| | |
|---|---|
| PROS | Provider Search |
| PROL | Provider List |
| SERL | Services List |
| SERN | Services Detail: Non-Payable |
| SERP | Services Detail: Payable |
| SSJD | Supplemental Service Justification |
| BSAS | Building Skills Plan Summary |
| BSAE | Building Skills Evaluation |

**VI. MAINTENANCE SCREENS**

| | |
|---|---|
| ALER | Alerts |
| AKAD | Person Name AKA Detail |
| USMD | User Maintenance Detail |
| USML | User Maintenance List |
| STFL | Staff List |

Notes and Document Generation Processes

**VII. PAYMENTS**

| | |
|---|---|
| PAYA | Payment Approval List |
| CBPL | Client-Based Payment List |
| CBPD | Client-Based Payment Detail |

**VIII. INQUIRY SCREENS**

Person/Client Related

| | |
|---|---|
| ICWD | ICWA Detail |
| MEDS | Medical Summary |
| MDTD | Medication/Treatment Detail |
| MMHD | Medical/Mental Health Detail |
| MIPD | Minors in Possession Detail |
| ADOD | Adoption Detail |
| GARD | Guardianship Detail |
| PLAD | Placement Detail |
| PLSH | Placement Status History |
| LICH | Placement License History |
| CREI | CPS Removal Eligibility Information |
| ICPL | Interstate Compact List |
| ICPD | Interstate Compact Detail |
| ICAD | Interstate Compact Action Detail |
| APPL | SSI Application List |

| APPD | SSI Application Detail |
|------|------------------------|
| TIID | TEAMS Initial Inquiry Detail |
| EARD | Emergency Assistance Request Detail |
| EAR2 | Emergency Assistance Request Detail 2 |
| EAWD | Emergency Assistance Services To Be Provided |
| TIRD | TEAMS Interface Resolution Detail |
| TAPL | Trust Account Plan List |
| TAPD | Trust Account Plan Detail |
| TAEL | Trust Account Expenditure List |
| TAED | Trust Account Expenditure Detail |
| TAHL | Trust Account History List |
| TAHD | Trust Account History Detail |
| EVEL | Event List |
| SEAL | See All Client Screens |

Report Related

| RRRL | Report/Request List |
|------|---------------------|
| CID1 | Centralized Intake Detail 1 |
| CID2 | Centralized Intake Detail 2 |
| RRD1 | Report/Request Intake Detail 1 |
| RRD2 | Report/Request Intake Detail 2 |
| RRD3 | Report/Request Intake Detail 3 |

Financial Related

| CELL | Client Eligibility List |
|------|-------------------------|
| CBPL | Client-Based Payment List |
| CBPD | Client-Based Payment Detail |
| CLPH | Client Payment History |
| CMPL | Client Monthly Payment List |
| CLPD | Client Payment Detail |
| IVEL | IV-E Reimbursability List |
| IVED | IV-E Reimbursability Detail |
| MIHL | Medicaid Issuance History List |
| WRNH | Provider Warrant History |
| WRND | Provider Warrant Detail |

Provider Related

| PRFL | Provider/Facility List |
|------|------------------------|
| PROD | Provider Detail |
| FACD | Facility Detail |
| PADL | Provider/Facility Address List |
| PADD | Provider/Facility Address Detail |
| FALL | Facility Approval/Licensing List |
| FALD | Facility Approval/Licensing Detail |
| PRPL | Provider Person List |

PRPD        Provider Person Detail
CLTL        Client Types List
CLTD        Client Types Detail
PRCL        Provider Contact List
PRCD        Provider Contact Detail
FSPL        Facility Services Provided List
PRRL        Provider Rates List
PAKD        Provider/Facility AKA Detail
PREL        Provider Event List
PIGD        Provider Information (General) Detail
PASL        Provider Active Services List
PRPH        Provider Placement History

General/Worker Related
SCML        Service Code Maintenance List
SCMD        Service Code Maintenance Detail
SECM        Security Maintenance
SPTK        Supervisory Task List

# APPENDIX H – CAPS PRE-TRAINING GUIDE

| | |
|---|---|
| **Purpose** | This guide is an introduction to using CAPS for:<br>• New users<br>• Those who have not yet attended formal training |
| **Contents** | This guide contains information about:<br><br>• How CAPS is organized<br>• How CAPS processes information<br>• How to log on and off<br>• Security and access<br>• Keyboard functions and system signals<br>• How to navigate through screens<br>• Codes, alerts, error messages and other communication features<br>• Notes and Document Generation features |
| **Before you arrive at training** | This guide is intended to introduce you to the concepts used in the CAPS system. The guide serves only as an <u>introduction</u> to using CAPS. You will receive more specific training on these concepts during the training sessions. You will also acquire the greatest amount of knowledge about CAPS as you actually see and use the system. However, if you spend some time studying the information in this pre-training guide, you will gain an understanding of the functional foundation on which CAPS is built. |
| **Questions?** | You may find it helpful to discuss the information in this guide with others in your office. If you have questions that cannot be solved in your office, please write them down and bring them to training when you attend. You may mail any questions to Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 2401 Colonial Drive-Main Floor, Helena, MT 59601, or send an e-mail to <u>mary.reynolds@ngc.com</u>. If you have any unusual case situations with which you would like help, please provide a scenario of the case. We will try to address the situation in your training session. |

## GENERAL CAPS INFORMATION

**"CAPS" stands for:**

**C**hild and **A**dult **P**rotective **S**ervices

## BENEFITS OF CAPS

- **CAPS facilitates case management**
  - Data is current at all times on every case
  - Assists in timely working of caseload by generating alerts (reminders) to workers
  - Data can be shared, transferred or read-only access granted at your request

- **CAPS helps decrease paperwork**
  - Case notes are stored online
  - 90% of documents are generated by CAPS

- **CAPS is adaptable to changing rules and regulations**
  - Allows the standardization of policy application across Montana
  - CAPS will change as regulations change
  - A change control committee prioritizes and initiates enhancements/changes to CAPS required by current policy changes

- **CAPS is a 'menu driven' system**
  - Menus offer quick access to desired screen

- **CAPS screens are organized to facilitate case entry and maintenance**
  - Screens that capture related data are grouped together in an automatic sequence
  - Critical data is passed from screen to screen
  - Ensures timely working of case

- **CAPS is user friendly**
  - Entering and editing data is easy
  - Generates error/warning messages to assist with entry and to improve accuracy
  - On-line field help provide instant assistance while entering data

## CAPS PROCESSING

- **CAPS processes most information online**
  The online part of CAPS is what you see on your screens.  When you press ENTER, processing is immediate.  The system validates the entry and displays the new information, generates error or warning messages if necessary, and moves to the next screen, if applicable.

- **CAPS also uses "batch" processing**
  Batch processing means that the work is done after the system is taken down in the evening.  Much of this processing is done "behind the scenes".  This is used for:
  - Overnight processing of large reports
  - Data processed in groups or batches (e.g., payment processing, etc.)
  - Time consuming processes (e.g., interfaces, month-end processing, etc.)

## NAVIGATION
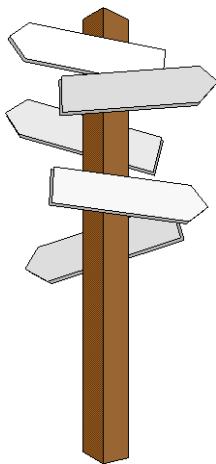
**On each screen:**

- The **cursor** is the flashing marker that indicates your position on the screen.  Generally, when you first access a screen, the cursor will be set in the PATH (bottom right hand corner) field.

- As you enter information in each field, the cursor may advance automatically to the next enterable field.

- To move the cursor manually, use the **TAB** key or the **CTRL** key:
  - TAB advances the cursor to the next enterable field from left to right;
  - CTRL acts as a 'return' key to move the cursor downward  one line into the next enterable field (Note: right-hand CTRL key only.)

NOTE:
**Arrow keys** are generally not used in mainframe applications.  Use TAB and CTRL to move from field to field instead.  This is much faster, and it also ensures that the cursor moves to the first enterable space in a field.

## NAVIGATION (continued): FROM SCREEN TO SCREEN
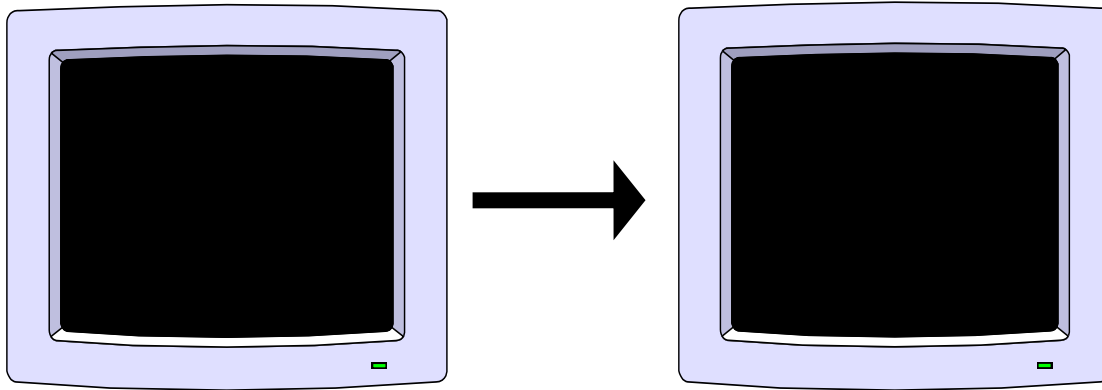


There are basically three ways to navigate from screen to screen:

1.  Selecting screens from menus
2.  Using the default screen flow, and
3.  Using the PATH

*MENUS:*

*   On a menu, type any character on the select line to the left of the screen name, and press ENTER to access that screen. Once you access the screen, if it is not already displayed, you will need to enter the CAPS ID, Provider ID, or Report/Referral Number that you want to work with.

*DEFAULT SCREENFLOW:*

*   The system is programmed to display certain screens in a default flow based on certain details that you are going to enter (e.g., child support referrals, report/requests, provider entry.) When updating a screen that is part of a default screen flow, pressing ENTER will automatically take you to the next screen.

*PATH FUNCTION:*

*   To navigate directly from one screen to another, enter the four-letter screen name in the PATH field in the bottom right corner of each screen. If the requested screen is not valid, or you do not have access to the requested screen, and error message will display.

*   Because CAPS follows a "list-detail" screen concept, if you type a detail screen in the PATH, and there is a corresponding list screen, you will first be taken to the list screen with the message "this screen must be accessed before the requested screen." Detail screen functionality is always initiated from the list screen, if one exists.

## KEYBOARD FUNCTIONS

**Navigation Keys, Key Combinations and Miscellaneous Keys**

| | |
|---|---|
| **TAB** | Moves cursor to the next enterable field from left to right |
| **HOME** | Moves cursor to the first enterable field on the screen |
| **SHIFT-TAB** | Moves cursor *backward* to previous enterable field |
| **HOME,SHIFT-TAB** | Moves cursor to the PATH field |
| **CTRL** (right side) | Acts as a "return" key – moves cursor down to next line* |
| **ENTER** | Sends command to mainframe (update screen, go to screen in PATH, pull in information when an ID is entered)* |

> \*      *CTRL and ENTER functions may be reversed on your keyboard. Keyboards can be remapped to your specifications. Contact your network staff or the DPHHS Help Desk for assistance in this area.*

| | |
|---|---|
| **END** | Erases from the cursor's position to the end of the field |
| **ESC** | Unlocks the screen if it will not respond to you, and a symbol like this ⊠ ←몿→ is displayed in the lower left corner of the screen |
| **PRINT SCREEN** | Makes a copy of the current screen that can be pasted into a Word document (handy for faxing into the Help Desk) |
| **PAUSE/CLEAR** | First step in logging off from CAPS |
| **NUM LOCK** | Activates number function on the number keypad |
| **CONTROL-N** | Print screen |

**ARROW KEYS & MOUSE**

Recommended <u>do not use</u>! Using arrows and "point and click" with the mouse, rather than using the TAB key means guessing where the first space of the enterable field is – can cause errors.

## KEYBOARD FUNCTIONS (continued)

**Function Keys (F Keys)**

| | |
|---|---|
| **F1** | HELP - accesses field help when cursor is placed in any enterable field; accesses screen help when cursor is placed in any non-enterable part of the screen |
| **F2** | RETURN – takes you to the previously viewed screen (the exception is detail screens where you must first access the list screen before you can get to the detail) |
| **F3** | MAIN MENU – will take you to the Main Menu from whatever screen you are currently on in CAPS |
| **F4** | CASELOAD LIST (CSLL/FCLL) – will take you to an alphabetical list of all clients/reports or facilities/reports that are assigned to you (or that you have shared or read-only access to) |
| **F5** | REFRESH – will erase all data you have typed on the screen (prior to pressing ENTER to update) |
| **F6** | PRINT – primarily used by Central Office staff.  Generates reports that are generated overnight and available for viewing in RDS the following day |
| **F7** | SCROLL BACKWARD – used to scroll from one page to another (page 2 to page 1) |
| **F8** | SCROLL FORWARD – used to scroll from one page to another (page 1 to page 2) |
| **F10** | COPY – takes you to RELL (Relationship List) to copy information from one client to another |
| **F11** | ADD A DETAIL – from a list screen, pressing F11 will take you to the detail screen in ADD mode |
| **F12** | LOOKUP – many fields in CAPS require a code, and F12 will take you to the list of valid codes for a particular field.  F12 will also take you to the appropriate screen in order to perform a person search (PERS) or provider search (PROS) when your cursor is on a CAPS ID or Provider ID field |
| **SHIFT+F1 (F13)** | CONFIRM – payment and trust account screens.  Pressing F13 balances adjustments made to a payment or totals entered for trust account expenditures |
| **SHIFT+F4 (F16)** | CONFIRM – will ask you to confirm any delete you request or any function you request on AXED (Assignments/Transfer Detail) |
| **SHIFT+F10 (F22)** | RENEWAL – used on FALD (Facility Licensing Detail) to renew a license when no other details for the license have changed |
| **SHIFT+F12 (F24)** | PREVIEW – allows you to preview a screen without updating |

## SCREEN INDICATORS
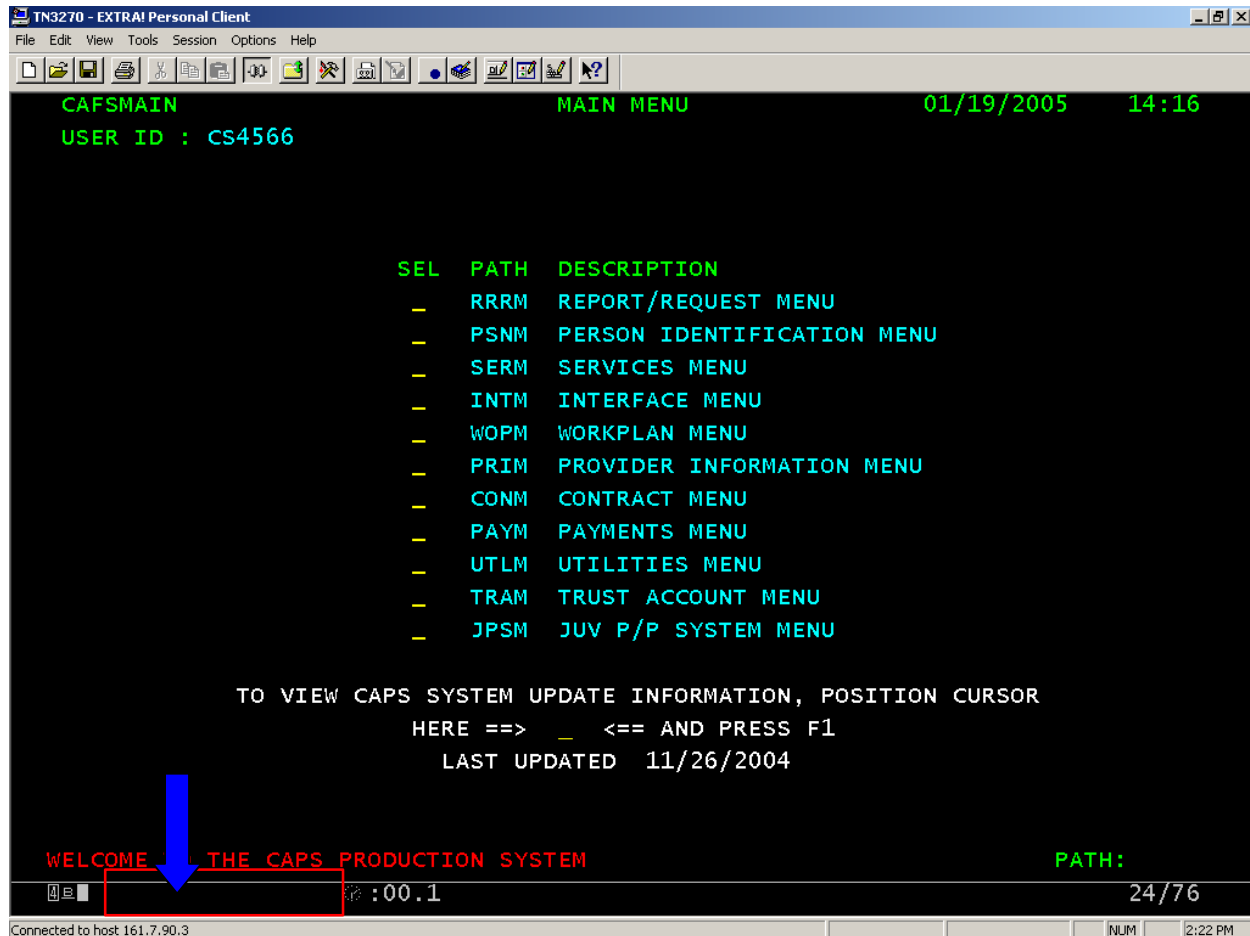


This area displays some important symbols:

    Tells you that CAPS is working or processing your command. You do not need to keep pressing ENTER.

    Means that the screen is locked up because you may have attempted to enter information in an invalid location on the screen. If this is displaying, press ESC to clear it and unlock your keyboard.

## SECURITY AND ACCESS

**Objectives of CAPS Security Design:**
- Your C-number (C71234) is assigned by the Security Officer to:
  - Prevent and detect unlawful access and investigate security problems
  - Maintain confidentiality
  - Protect Montana's system and data integrity

- Your security profile is tied to your C-number
  - Security will allow you to <u>view</u> clients or reports assigned to your county (region if you have regional access) only. You may only view other clients or reports outside your region if the assigned worker allows you access (share or read-only).
  - Security is based on job requirements (e.g., supervisor screens will not be accessible if you do not have that level of security.)

**Each worker chooses his/her own password**
- This code is used to sign onto the system and is tied to activity done for a client, provider or report - <u>Do not</u> write it down or let others know your password!

- Your password must be a minimum of six (maximum of eight) characters long. The system will require you to change your password every 60 days, and the same password cannot be used twice. Passwords must include at least one numerical digit.

**System time-out**

- CAPS will display a password screen if there is no activity on your machine for 15 continuous minutes. You will need to enter your password to regain access (you will return to the CAPS screen you visited last). This is to help prevent unauthorized use of your computer if you are away from your desk.

- After an hour of inactivity, you will see the password screen described above, but when you enter your password and re-access CAPS, if you press ENTER, you will receive the message "RE-SIGNON FAILURE." There is a limited number of mainframe "sessions" available, and if your session is not used for one hour, you will be automatically logged out. You can simply press ENTER when the message appears and re-select CAPS from the State of Montana menu.

**SCREEN NAMES**

| | |
|---|---|
| **ALER** | **ALER**ts |
| **ADDL** | **ADD**ress **L**ist |
| **CLPH** | **CL**ient **P**ayment **H**istory |
| **CPHL** | **C**lient **P**lacement **H**istory **L**ist |

**Naming conventions for screens:**

- Screen names are always four-letter acronyms. (In the upper left corner of each screen, the screen names are prefixed by 'CAFS' for programming purposes).

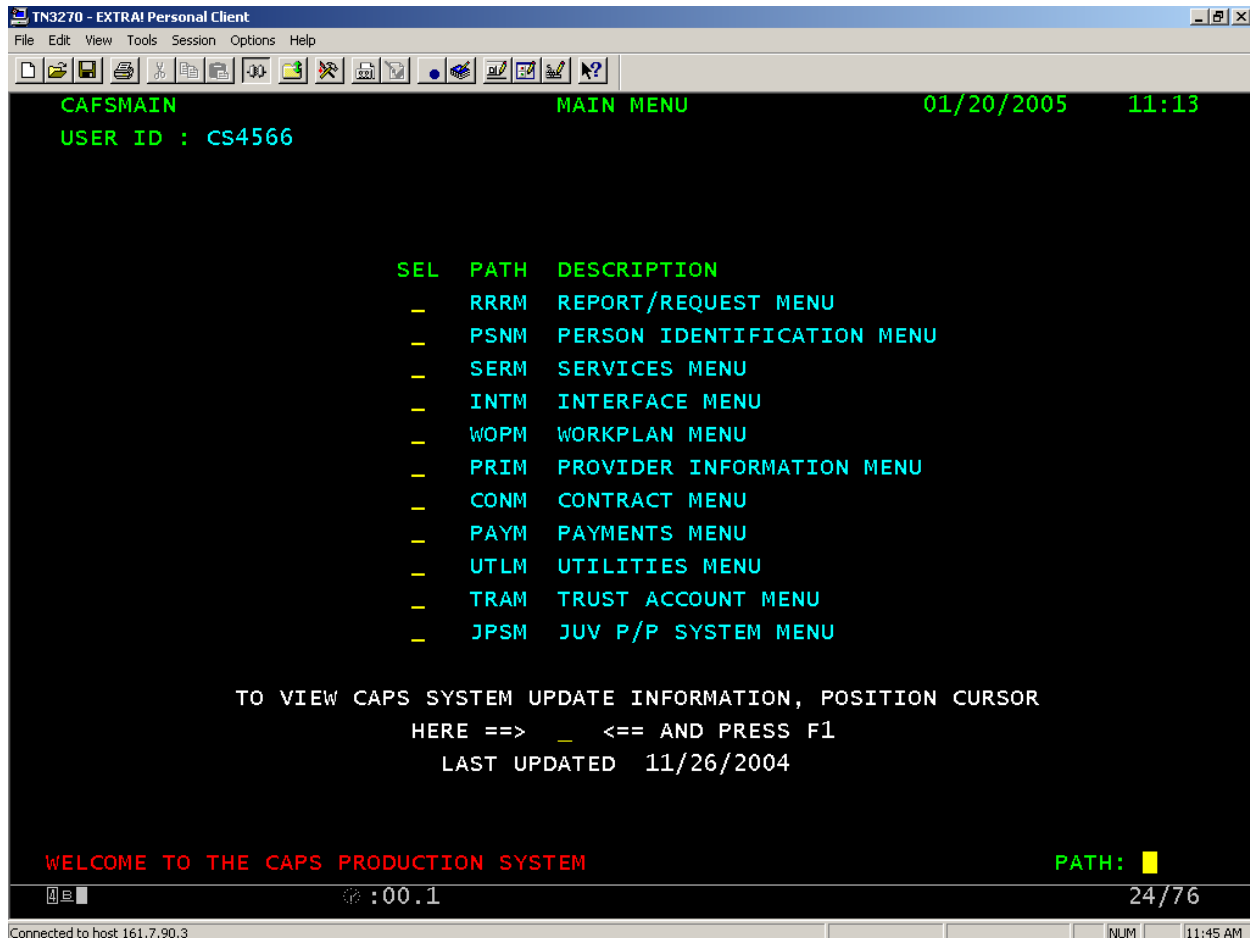General rule (as with most things in life, there are ALWAYS exceptions ☺):

- For a one-word screen name, the acronym is the first four letters of the word.

- For a two-word screen name, the acronym is the first three letters of the first word, and the first letter of the second word.

- For a three-word screen name, the acronym is the first two letters of the first word, the first letter of the second word and the first letter of the third word.

- For a four-word screen name, the acronym is the first letter of each word.

Each screen performs certain functions or allows you to enter a certain type of data.

For example:

- ALER allows you view reminders or notifications of things that have occurred or are coming due for a particular client or report.

- ADDL allows you to view/inquire/modify/add address information for a specific person.

- CLPH allows you to view payment history for a specific client.

- CPHL allows you to view/inquire/modify add placement history for a specific client.
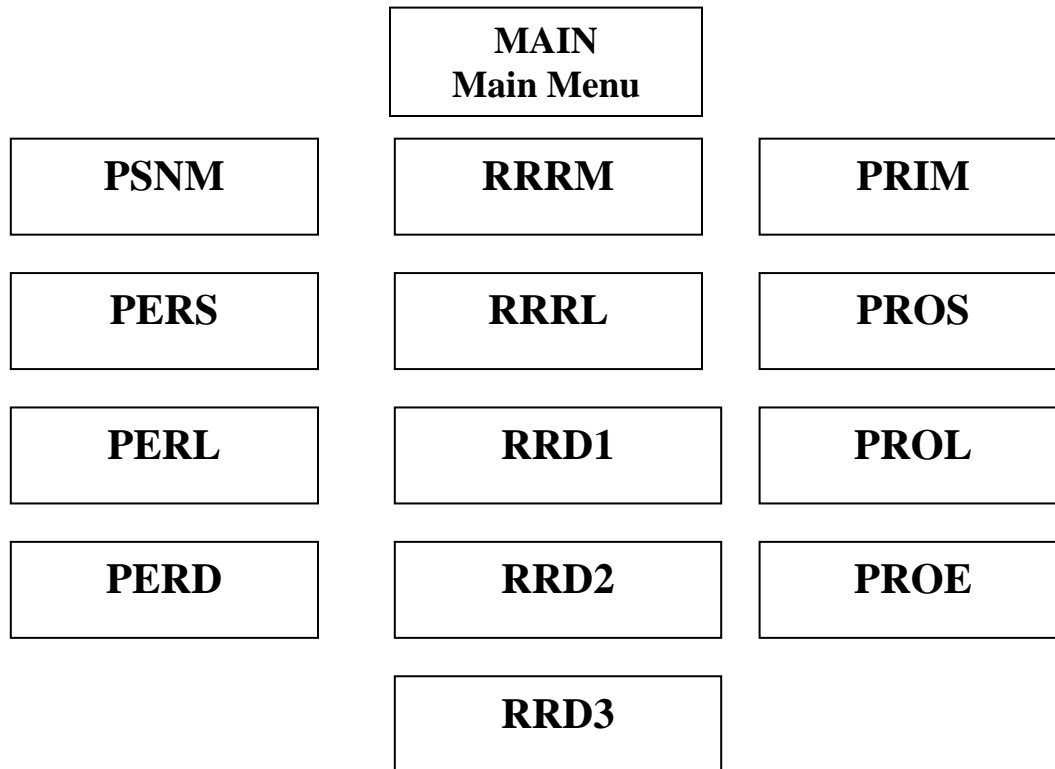
**MENUS**

```
TN3270 - EXTRA! Personal Client
File  Edit  View  Tools  Session  Options  Help

  CAFSMAIN                        MAIN MENU              01/20/2005    11:13
  USER ID : CS4566



                       SEL   PATH   DESCRIPTION
                        _    RRRM   REPORT/REQUEST MENU
                        _    PSNM   PERSON IDENTIFICATION MENU
                        _    SERM   SERVICES MENU
                        _    INTM   INTERFACE MENU
                        _    WOPM   WORKPLAN MENU
                        _    PRIM   PROVIDER INFORMATION MENU
                        _    CONM   CONTRACT MENU
                        _    PAYM   PAYMENTS MENU
                        _    UTLM   UTILITIES MENU
                        _    TRAM   TRUST ACCOUNT MENU
                        _    JPSM   JUV P/P SYSTEM MENU


            TO VIEW CAPS SYSTEM UPDATE INFORMATION, POSITION CURSOR
                      HERE ==>   _   <== AND PRESS F1
                        LAST UPDATED  11/26/2004



  WELCOME TO THE CAPS PRODUCTION SYSTEM                      PATH:
                         :00.1                                       24/76
Connected to host 161.7.90.3                                  NUM    11:45 AM
```

Menus simply provide quick access to relevant screens from a single location. There are several different menus in CAPS that are useful for different purposes and by different groups of workers. The above is an example of the MAIN menu. Notice all of the other menus that are available.

- Your access to certain menus and screens is based on your security clearance.

- The screen is selected from the list by pressing your TAB key to the select line in front of the desired screen and pressing ENTER.

- Depending on the screen selected, you may have to enter a CAPS ID, Provider ID or Report/Request Number.

- Menus will always direct you to the LIST screen. From the list you can access the DETAIL in inquire, modify or add mode.

## EXAMPLE OF SCREEN HIERARCHY

| | MAIN<br>Main Menu | |
|---|---|---|
| PSNM | RRRM | PRIM |
| PERS | RRRL | PROS |
| PERL | RRD1 | PROL |
| PERD | RRD2 | PROE |
| | RRD3 | |

**Default Screen Flow**

- Certain groups of screens are chained together in sequence so that you need to complete a series of screens (screen one must be completed before screen two, etc.) Once the first screen is updated, the system will automatically advance you to the next screen (e.g. in the above screen hierarchy, once RRD1 is updated, the system will advance you automatically to RRD2.)

- You can exit the default screen flow by pressing F3 (to return to the MAIN menu), by pressing F2 (to go back to the last screen accessed) or by typing another screen name in the PATH.

**Using the PATH**

- The PATH function allows navigation directly from one screen to another, outside of the default screen flow. (Not all screens can be "pathed" to directly – remember the list-detail concept!)

- The PATH field is always located in the lower right corner of each CAPS screen. Simply type the desired screen name in the PATH and press ENTER.

## Person vs. Client Screens
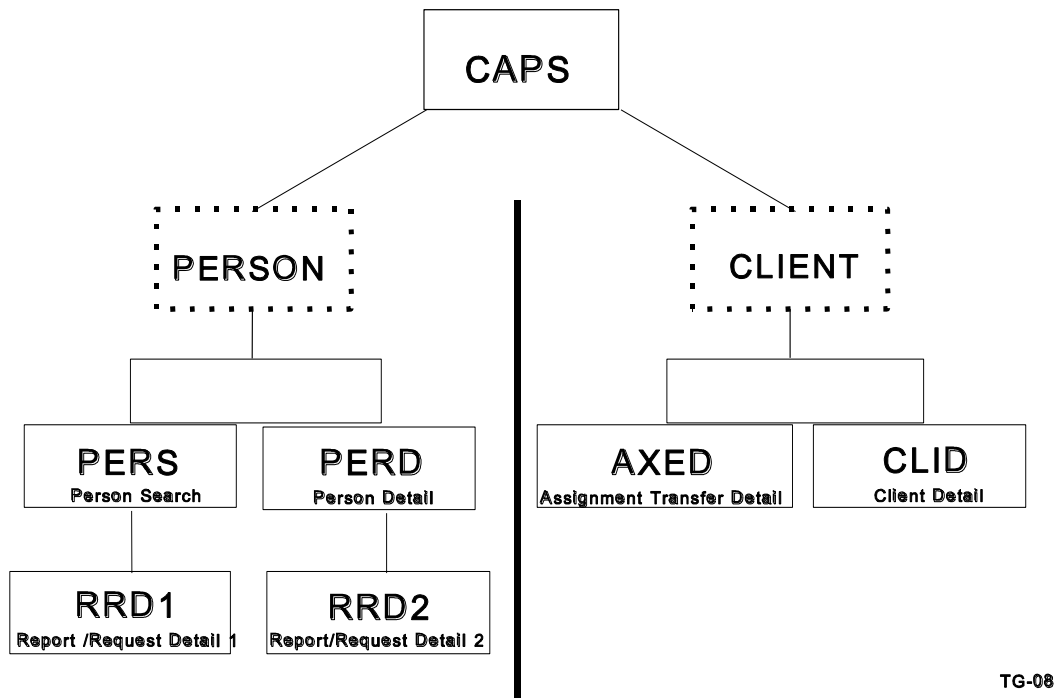


- A person can be entered on CAPS without becoming a client

- A worker would search for a person on PERS (Person Search) and either selects them if they already exist in the database, or add them as a new person to the database.
    - A CAPS ID **does not** make a person a client

- A person is made a client in CAPS on the AXED (Assignments/Transfers Detail) screen. The worker initiates this process.

- Client related screens carry key client information from screen to screen
    - CAPS ID, name, client information, etc.
    - You may change from one client to another client by typing in a different client number (CAPS ID)
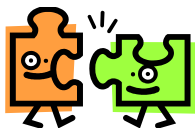
- Once you have made someone a client, you can begin building the puzzle with all the information for that individual (e.g., court orders, employment, relationships, financial information, etc.)

**CODES / ONLINE HELP**

```
SEL CODE           DESCRIPTION
  _   F              FEMALE              Code Table
  _   I              IN UTERO
  _   M              MALE
  _   U              UNKNOWN/UNBORN
```

```
Field: P/S
                     Online Help
Updated on screen(s):  PERD

Notes:  Select with a "P" if it is the primary social security Number,
or with an "S" if it is the secondary number.
```

**Using Codes in CAPS**

There are many fields in CAPS that require that codes be entered. All valid codes for each field are stored in a *table* within CAPS. When a code is entered, CAPS compares the code to the values on the table, and determines if it is valid for that field. If it is not, an error message will appear.

- The valid codes for each field, such as the sample above, are located by accessing a Code Table Lookup (press F12 on your keyboard).

- To select a code from the Code Table, TAB to the select line in front of the desired code, type an "S", then press ENTER. The system will bring the code back to the field.

- For fields where multiple codes may be selected (such as the sample above), you can type an "S" on more than one code at a time and bring multiple codes back to the field.

**Using Online Help in CAPS**

When workers use CAPS, they can access online help, such as the sample above. This assists them in entering information without having to exit the system or find paper manuals.

- To access "field help" place the cursor in the desired field and press F1. To return to the field, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

- To access "screen help" place the cursor in any non-enterable part of the screen and press F1. To return to the screen, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

## CAPS MESSAGES

**Warning Messages:**

- Message at bottom of screen gives advice to the user or warns of possible problems

- Warning messages do not prevent the user from proceeding

**Error Messages:**

- CAPS has built-in edits to check for valid information (valid dates, valid codes, etc.)

- Messages and fields that contain an error will be highlighted in red

- Message text at the bottom of the screen indicates the nature of the error

- The cursor will be placed on the first field in error

- The system will prevent the user from further processing until the error is corrected

**Critical Error Messages (ABORT or ABEND):**

- Indicates a problem with the mainframe ('ABEND' is an ABnormal ENDing to the processing – something is preventing the program from completing the process. <u>An abend is NOT your fault!</u> If you do something "wrong" you should receive a warning or error message as detailed above.)

- Talk with your supervisor – you may have to call the CAPS Help Desk.

- If you receive an abort or abend message, print the screen and write down the sequence of actions you took just before you got the message so you can make a detailed report to the Help Desk.

## ALERTS AND EVENTS

**Alerts:**

- Advise worker of a tasks coming due, actions to be taken or changes to cases from interfaces

- Serve as a reminder to the worker of timeliness requirements, information that is due or approvals that need to be made

- Can be system-generated or workers can set alerts from themselves

- Assists in caseload time management

- Serves as a communication tool when a client or report is transferred to a different worker

- Alerts are a *valuable tool* to help you keep track of timely requirements.

- Alerts should be changed **DAILY** to help prevent overlooking required changes or actions.

- Examples of automatic/system generated alerts:  to the supervisor when a report is completed, to the worker when a client is assigned or transferred, to the worker when a review is due, to the worker and supervisor when a payment sits unapproved for five days.

- Examples of worker generated alerts:  for any important event that you want to receive a reminder, for non-system generated reviews/due dates.

**Events:**

- Events connect the activities of a client – enable the system to track the history of a client or provider.

- Events are created by client actions that occur on the various screens in CAPS.

- Certain documents created through the Document Generation feature of CAPS will create an event.

- Examples of events:  when a client transfer occurs, when a CPS removal is made, when a contact is made, when a court event occurs, when an Interstate Compact request is entered, when interface information from TEAMS or SEARCHS is accepted.

## NOTES AND DOCUMENT GENERATION

**Notes:**
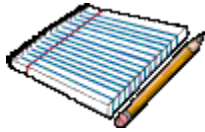
- The CAPS system gives you the ability to store your case notes or other case documentation (letters, scanned court documents, investigation photos) directly into the CAPS Document Generation system.

- Notes can be associated to a client, report/request, provider/facility or person.

- Security for Notes follows the same security as the entity the Notes are associated with. For example, in order to read Notes that have been associated to a client, the worker has to have access to the client.

- All Notes associated with a client or report will remain if the client or report is transferred to another worker. That worker will have immediate access to all case documentation that has been attached in Notes.

- Regional Administrators have the ability to remove Notes that have been attached in error or that are incomplete.

**Document Generation (DocGen):**

- The CAPS system contains many documents that can pull the information that you have entered into the system onto "ready-made" forms for you to print directly in your own office.

- Examples of documents that can be generated are: provider license, foster care review, request for medical records, and request for verification of tribal status.

**Summary**

You have now been introduced to several concepts that you will use in the CAPS system.  I hope that this guide was helpful to you in understanding the basic framework and functioning of the CAPS system.  It will help you to review this guide one or two times prior to attending your CAPS training session.  If you have any questions regarding the information contained in this pre-training guide, please contact Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 443-8411.

I look forward to seeing you at the training session!
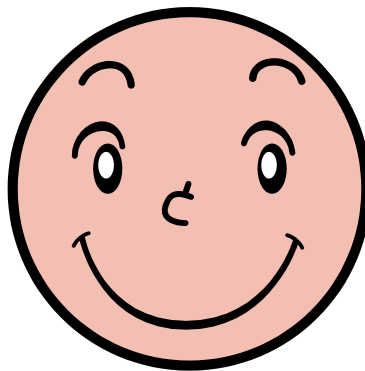
# APPENDIX I – SURVEY QUESTION #7 COMMENTS

*During 2009, ongoing/advanced CAPS training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions. (NOTE: The responses listed below are from workers who responded "other" to this question.)*

- ✓ Help is available to figure out the new screens, fields, etc. We also cover changes during our EA meetings.
- ✓ Too busy to fit it in.
- ✓ I am not allowed to have any training that costs money – e.g., travel out of town.
- ✓ Lack of staff to cover office in order to be available to go.
- ✓ Takes away for entire week with travel distance. Too much not done in job while gone.
- ✓ I need advanced training – but workload is so intense I don't feel I can ask to go and can be gone.
- ✓ Time away from work is also a factor – difficult to find the time to get away.
- ✓ Not applicable to job description.
- ✓ Being gone for a week is not an option I can work with.
- ✓ If I recall, as I am a part-time worker, these requests are frequently denied.
- ✓ There are so many changes it almost seems going would be obsolete as things will change again.
- ✓ I'm a single parent to an infant and have no childcare for a week long session.
- ✓ Busy during the scheduled times.
- ✓ The training I received covers all of the CAPS screens needed for my job.
- ✓ Did not have the available time to attend when it was available.
- ✓ Attended advanced CAPS training in 2008.
- ✓ Every time I signed up for advanced CAPS training it was canceled due to lack of participants.
- ✓ Each time advanced licensing training was offered some other meeting got scheduled and interfered.
- ✓ Did not have time to attend due to so many work demands in the office and no workers to cover my caseload.
- ✓ Was honest of my dissatisfaction with my job and was therefore told they weren't sending me to more training.
- ✓ Time constraints.
- ✓ I have no idea how to register since everything is online with the system.
- ✓ Weather in Montana prevents travel certain times of the year.
- ✓ TLS have ongoing access issues and trying to make CAPS better suited to the demographic group, clients.
- ✓ I use CAPS for very specific tasks and never want to spend all the time required for a more general class.
- ✓ Workload.
- ✓ Time wasn't available – unsure if my job would benefit from advanced CAPS training.
- ✓ Not enough staff to attend training.

✓ My workload is too great to leave and attend training.  Also, I am a single mother – difficult to travel.
✓ Workload too high and unable to take time for training as other areas of my job would suffer.
✓ Between help screens and the help desk I find what I need, so far.  Good help.  Thanks.
✓ Already attended advanced training.
✓ Shortage of staff.

# APPENDIX J – SURVEY QUESTION #13 COMMENTS

*Please rate the usefulness of these help resources.*

**Comments on CAPS Training Materials:**
- ✓ In-Home providers are not given the opportunity to use CAPS – so none of this is helpful.
- ✓ My training materials are from 2005 – pretty much out of date.
- ✓ Forget about it and always so busy I don't take the time to utilize this resource.
- ✓ Just don't use.
- ✓ It's a huge book – I've maybe looked at it twice since I was hired.
- ✓ I'm not sure exactly what this is or where it's located.
- ✓ Used while training a new staff person so probably most helpful to them.
- ✓ It makes sense during training, but I can get "stuck" when I'm trying to enter data, etc.
- ✓ Contract specific job duties.
- ✓ My training manual is from 1996 – whenever we started using CAPS – but I appreciate getting changes, updates, however I get them.
- ✓ Mine is very outdated.
- ✓ My CAPS training was so long ago that I assume the manual is outdated.
- ✓ Does not cover everything I encounter, though. Needs more information.
- ✓ I attended training years ago.
- ✓ I have no knowledge as to where this information is.
- ✓ The manual is mainly pictures of each CAPS screen without any real instruction on how, why or when to use it. It requires prior knowledge of CAPS and CFSD policies and procedures. I would like to see this as a stand-alone manual that assumes you do not have any prior knowledge of CFSD or CAPS. I would like the manual to tell me what the screen is used for, when it is to be used and how to access including short cuts.
- ✓ Generally does not have answers to the questions I have – it is outdated.
- ✓ I do look back to them when I have questions.
- ✓ I just do not take time to reference the book when I can talk to a live person.
- ✓ My training materials are way too old except for recent policy training.
- ✓ It is more time efficient for me to call the Help Desk.
- ✓ I know CAPS well enough to not need to use this.
- ✓ Time factor.

**Comments on the CAPS Help Desk:**
- ✓ In-Home providers are not given the opportunity to use CAPS – so none of this is helpful.
- ✓ A problem I called in has never been fixed – SIID screen has a glitch.
- ✓ Always very helpful and patient.
- ✓ Those guys are awesome resources.
- ✓ I just don't think to use them – I usually figure it out on my own.
- ✓ I can usually figure things out before I would need to call.
- ✓ Wonderful, helpful people.
- ✓ Nothing better, they are great.
- ✓ Many times the help needs to come from the programmers, so the help desk is a great go-between.
- ✓ Help desk people are rude – not patient.

**Comments on CAPS Online Help:**
- ✓ Get answers from other sources first.
- ✓ Forgot about it.
- ✓ Very helpful when online and field help have been completed.
- ✓ Forget about this resource – just get too busy.
- ✓ Help desk is what I use.
- ✓ Haven't been able to find the help for things – I call the help desk.
- ✓ It is more time efficient for me to call the Help Desk.
- ✓ I did not know this was an option.
- ✓ Have not needed this resource.
- ✓ It is easier and faster to contact the help desk.
- ✓ Forgot it was available – easier to ask someone or call the help desk.
- ✓ Don't know how to go online.
- ✓ Not sure if this is the training website or what this is.  I'm not sure if I use this or not.
- ✓ Have never used this.
- ✓ I forgot it was there – haven't used it in years.
- ✓ I just don't think to use it – I usually figure it out on my own.
- ✓ I just haven't ever used it – doesn't mean it wouldn't be helpful or wouldn't use in the future.
- ✓ Like to talk to someone live for help.
- ✓ Didn't know about it.
- ✓ Don't remember to use it.
- ✓ I usually don't need to – I get help from the Help Desk or my training manual.
- ✓ I am able to find answers to my questions other ways.
- ✓ I have not needed to use this resource.
- ✓ In-Home providers are not given the opportunity to use CAPS – so none of this is helpful.
- ✓ Don't think I knew it was there – sorry.
- ✓ I am not familiar with this option.
- ✓ Never thought to use it – likely not going to be that helpful.
- ✓ I haven't tried this resource but would prior to calling the Help Desk.
- ✓ Have not needed this.
- ✓ I prefer hard copies – I think it's my age.
- ✓ Wasn't aware of option.
- ✓ It is easier to just call the help desk or ask a coworker for help.
- ✓ Have not had the need to use this.
- ✓ Never used.
- ✓ Have never needed to use it.
- ✓ Forget that it is there.
- ✓ I usually just call the Help Desk.
- ✓ Have never tried it.  Need hands on or do it before I learn it.
- ✓ It is easier to call and get help.
- ✓ I used the training guide and Help Desk resources.
- ✓ Have never used.
- ✓ Did not know they were available online.
- ✓ When I have tried to use F1 it didn't help.

✓ Have not needed to access.

**Comments on the CAPS Training Website:**
- ✓ It is easier to just call the help desk or ask a coworker for help.
- ✓ Again, time factor – usually a deadline issue.
- ✓ Don't think about this.
- ✓ Just don't use it.
- ✓ Sometimes kind of tough to find the information I'm looking for.
- ✓ Did not realize it existed.
- ✓ Use CAPS help desk.
- ✓ Have not needed to access.
- ✓ It is more time efficient for me to call the Help Desk.
- ✓ It is not something I just routinely use.
- ✓ Forgot it was out there. Trouble finding time to go through it. When in need of information it is much easier to call CAPS help desk and faster.
- ✓ I did not know this was an option.
- ✓ Never needed to use it.
- ✓ Did not know they were available online.
- ✓ It is easier and faster to contact the help desk.
- ✓ Have not needed this resource.
- ✓ Forgot this was an option.
- ✓ Haven't utilized this resource.
- ✓ Have never used.
- ✓ I use the training guide and Help Desk resources.
- ✓ It is easier to call and get help.
- ✓ Don't know how to get on the website.
- ✓ I have only used the training site once when I needed something specific and immediately.
- ✓ Have not needed this resource.
- ✓ Not interested in the website – prefer someone to walk me through problems.
- ✓ Sorry – forgot about this resource.
- ✓ I forgot it was there – haven't used it in years.
- ✓ I just have never used this resource.
- ✓ Have never used this.
- ✓ I have stopped using this as when I attempted to find answers previously I was not able to. It had general information, but it did not address issues when I encountered a problem. So, I don't really use this much anymore. However, it may have been updated since then.
- ✓ I just don't think to use it – I usually figure it out on my own.
- ✓ I have been a CAPS user since its implementation.
- ✓ I usually just call the Help Desk.
- ✓ Forget that it is there.
- ✓ Never had occasion to try it.
- ✓ Have never needed to use it.
- ✓ Again, just haven't used it – not that it isn't beneficial.

- ✓ Have not had the need to use this.
- ✓ Get answers from other sources first.
- ✓ I'm old-fashioned. I look to paper before digital information.
- ✓ Didn't know about it.
- ✓ I usually don't need to – I get help from the Help Desk or my training manual.
- ✓ I have not needed to use this resource.
- ✓ In-Home providers are not given the opportunity to use CAPS – so none of this is helpful.
- ✓ I'm more likely to ask a person for help.
- ✓ I am not familiar with this option.
- ✓ Never thought to use it – likely not going to be that helpful.
- ✓ I haven't tried this resource but would prior to calling the Help Desk.
- ✓ I prefer hard copies – I think it's my age.
- ✓ Wasn't aware of option.
- ✓ Never used.
- ✓ Haven't looked at this site for a while as I don't expect any additional training.
- ✓ I wasn't aware of the website.

# APPENDIX K – SURVEY QUESTION #15 COMMENTS

*Do you feel knowing how the information that you enter into CAPS is utilized is important. If YES/NO, why?*

- ✓ Understanding what it's used for makes the importance of understanding and doing it correctly more important.
- ✓ It makes me feel as if my work is important and may help someone else to do his/her work.
- ✓ Information helps me understand what needs have been met.
- ✓ It is very important to know all the codes and information before you utilize CAPS.
- ✓ Helpful in getting information entered in a timely manner.
- ✓ It is our information system and the better the information, the more useful it is.
- ✓ Helps to make sense of the amount of time and information that is needed.
- ✓ It is helpful to have the big picture as all staff is involved with ensuring success with our youth including/regarding compliance and funding.
- ✓ It ensures accuracy of information. If the information is not accurate, does not provide good information later.
- ✓ So we understand why we take the time to enter the material and know the reasoning behind some of the requirements.
- ✓ Knowing why we do things may make it easier to not get frustrated at directives to do something.
- ✓ So that I can enter accurate, pertinent information.
- ✓ Helps to enter data better.
- ✓ The information should remind workers that it's not just for their use, but important for statistical and funding purposes also. No funds – no services.
- ✓ Important for case reviews and statistics.
- ✓ Allows access to information without a lot of wasted time.
- ✓ It increases the likelihood it will be entered correctly by knowing it matters.
- ✓ It allows Helena to track what is going on and to gather their data.
- ✓ All employees of CFSD that are working with a family have access to the same information which increases our ability to assist.
- ✓ It makes me more accountable to put the information in the CAPS system ASAP since there may be someone's payment/services dependent on it.
- ✓ It is a good way to track information and gives a pretty good overview of the case and how it is being worked.
- ✓ Because the information is used by the Feds for funding and quality assurance.
- ✓ It makes it easier to be sure of what I am entering and also when I am gathering the information needed to explain why I need it.
- ✓ Knowing how it's used is incentive to enter as much accurate information as possible.
- ✓ Possibly important in terms of understanding where ROM is pulling information on CFSR data – especially when ROM and local stats differ.
- ✓ So others who are working with clients can see the information they need.
- ✓ Good to know why all the information is needed and the importance of entering it correctly.

- ✓ It helps me to better understand why it's important to document things the way we do – as in to avoid AFCARS errors, etc.
- ✓ If you need to look something up for legal you can go to the CRTD screen and see when specific hearings were held and you know where a child is placed.
- ✓ It is important to know the CAPS information is used so the Feds can audit us and make sure that we are following regulations. Money is at stake.
- ✓ It gives a better understanding of why information must be entered.
- ✓ So information is accurate.
- ✓ It helps me to summarize and focus on just the information that needs to be utilized.
- ✓ It helps me to be more accurate in filling out the screens.
- ✓ I know that it is a data entry for someone else to read and I only use it as data entry for reports, I develop my own forms.
- ✓ It helps me to know that what I am doing is being done for a reason.
- ✓ When I understand how information is used, it provides a greater incentive to be timely and accurate with entries.
- ✓ It is important because the next time this families information is retrieved this information needs to be correct. Also important for financial reasons.
- ✓ To keep information factual.
- ✓ It is important to know how the information is used as a motivation for data accuracy and a look at the "big picture."
- ✓ You then know the end result of the work that you input and how your input quality can and does affect other workers throughout the state.
- ✓ For me it is that I need to know why what I am doing is important – what does it matter? This helps me complete my tasks knowing there is a reason.
- ✓ Federal reporting is generated from CAPS so it is important to enter information correctly so that federal dollars are not lost.
- ✓ It is used for funding, statistics, etc.
- ✓ It's usually pertinent to contact people and must be done to get the job completed.
- ✓ It affects funding, data accuracy, docgen information, etc.
- ✓ Data entry, other than case notes, should not have to be a part of this job. The data is often asked for in other forms so it is duplicated.
- ✓ It is necessary to know so we make sure we put the correct information on the screens.
- ✓ It is how we get funding and reports on the number of kids in care and other things needed for our reports to the Feds, budget, Director.
- ✓ Because I may be able to do things differently in order to better adhere to federal guidelines.
- ✓ I learn based on how items connect. Due to time constraints, I want to make sure all important data is entered first.
- ✓ Accuracy is key – federal funding, keeping kids safe, etc.
- ✓ Gives me more perspective as to how important all the information is.
- ✓ It helps me know where the information that I enter is used and what I need to enter into CAPS.
- ✓ Because I spend time using CAPS and want to know it's not just "busy work."
- ✓ Assists in various reviews.

✓ It helps everyone potentially involved with each client not to have to duplicate research and keep the ball rolling.  Also helps with statistic reports.
✓ It's the old garbage in, garbage out metaphor.
✓ To understand how everything comes together.
✓ Accuracy of the data is critical – much of the data input is used to help receive federal funding.
✓ Statistics.
✓ Funding and timelines.
✓ Helps with AFCARS, CFSR outcomes, visitation outcomes, etc. which the Feds look at as part of our PIP.
✓ Motivates me to be very efficient when entering information if I know what it is used for.
✓ Garbage in, garbage out.
✓ It helps to know how it is used because then it helps you to understand exactly what they need.
✓ So you enter it correctly.
✓ Very important to know because it makes me more aware to have it complete and correct instead of just entering data.
✓ It helps to understand why we need to obtain all that information.
✓ I am putting in the reports of child abuse/neglect.
✓ I think it would help the workers to understand why certain information is needed and helpful to keep it updated.
✓ If something I do is difficult for me to do or seems repetitive I always appreciate knowing why I am doing it and how the information will be used.
✓ It helps create reports about the children in care.
✓ Yes, and this is why I believe that the contractors we pay to work with our families NEED access for historical information.
✓ I think people would tend to want to be more accurate with input if they knew its importance.
✓ Knowing how it is used helps me to make the information entered meaningful in the context of how it is utilized.
✓ Because it will help us learn what we can improve on and why information we enter or don't enter is important.
✓ I have to access information from CAPS all the time.  I know what we enter is extremely important.
✓ It provides us a better understanding on how the system works.
✓ I would like to say that these systems are developed to better meet the needs of the children and families we serve – but it's really just about money.
✓ To understand why you enter something makes it easier to remember, encourages accuracy since you know how it will be used and who it will effect.

# APPENDIX L – SURVEY QUESTION #18 COMMENTS

*Other (are there any other items you would like to see added to the training website?  Please list below)*

- ✓ Access – even limited – to all In-Home, Reunification providers as a rule.
- ✓ I usually give up on the system and find other ways to get information that I need.  I have gone to outside resources for assistance.
- ✓ Would not be accessing on a daily basis – only as needed, which is sparingly.  Usually when new employees are hired with the Department.
- ✓ To be honest, I have not taken the time to access the CAPS training website so I don't know if it would be useful.  I am able to deal with any CAPS problems through interaction with my peers, supervisor and the CAPS help desk, which I don't have to use very often.

# APPENDIX M – SURVEY QUESTION #19 COMMENTS
*In the space below, please feel free to add any additional comments regarding CAPS training, the CAPS system, or any general comments:*

- ✓ Mary Reynolds is a great trainer. She is knowledgeable and has a great sense of humor.
- ✓ I always find the individuals that work behind the scenes with CAPS to be very helpful when I am about ready to pull my hair out. Look forward to MACWIS and hope it really fixes the problems we are told it will address.
- ✓ I do hope my point is clear. The In-Home, reunification providers have the highest amount of contact with all our families – they should be able to know and share that information.
- ✓ I like that facility rates lists and system codes are on the training website but I don't think that most people remember the information is there. I'm always referring field workers to the training website with their questions. I'm running my own little CAPS education campaign.
- ✓ Social workers need to have a better understanding of CAPS and how the mistakes that they enter or the information that they neglect to enter affects other screens or the big picture as a whole regarding client information.
- ✓ I would have liked to attend training to add and license providers but, as I stated above, I was honest regarding my dissatisfaction of my job and therefore it was decided I would not be allowed to attend.
- ✓ I feel it is redundant to have to enter data that is not used. I have to provide the same information for other uses to personnel who have access to this data information through CAPS.
- ✓ CAPS is too complicated – too many screens and too hard to remember which screen to access for what information.
- ✓ Thanks!
- ✓ I wish I felt I had time to utilize the training more – but seems just trying to get work done takes up all the time. Only look for resources when issues arise.
- ✓ The subject is dull which makes training boring – but still important to get our job done, i.e. get providers paid.
- ✓ It currently works well for me, to the extent that I use the CAPS system.
- ✓ It would be nice if people could just learn, know the importance, of entering accurate information and it would be nice if there were alerts or monitoring of this – such as entering relationships and entering them correctly, entering AKAs, updating current address, phone number, etc.
- ✓ I'm not sure what to say. I have always said the same thing on the surveys with no results. I think this is a waste of my time. I find my own way to get work done and be productive.
- ✓ As a FGDM our usage of CAPS is minimal compared to CPS workers.
- ✓ The people at the help desk are always very helpful. It is a pleasure working with them.
- ✓ Thanks for all your efforts on this and for all your help when I telephone.
- ✓ When working in CAPS one needs to know what screen to go to next. If you don't perform the specific task enough you may not remember what screen to go to or what function needs to happen next. It would be nice if CAPS was more directional.

- Having training online is very beneficial because it allows me to proceed at my own pace. It also is an avenue available all the time.
- For CAPS training I don't feel I need any. For computer information and how to use the computer and the lingo is what I am not trained in. Excel is a program I will be using for more than my own information so need training in Excel either through your office or through a tech center in Billings.
- Policy training sessions are too rushed and miss some as a result of lack of time.
- Help desk – when a worker goes to the help desk on a frequent basis the help staff are rude.
- A worker should be able to delete a mistake on a placement date if the first date is wrong so it would not cause a delay in foster care provider payment.
- It would be really nice to have ongoing training in an environment where I could ask questions freely and try things on a computer that's not connected to the actual system. I haven't had such an opportunity in almost three years, at which time I was hired to do this job.
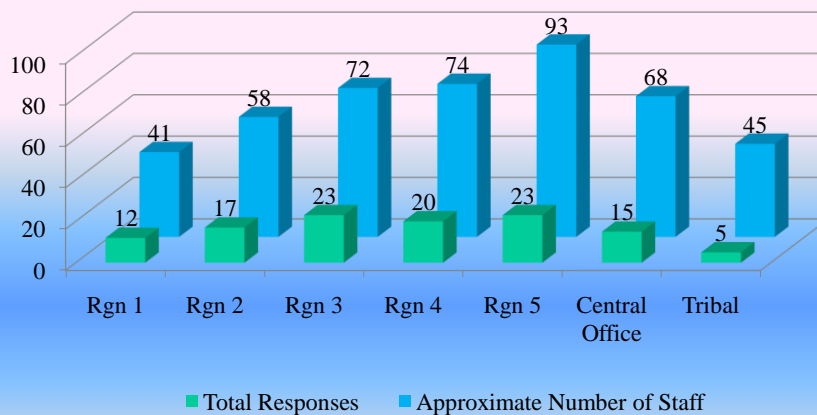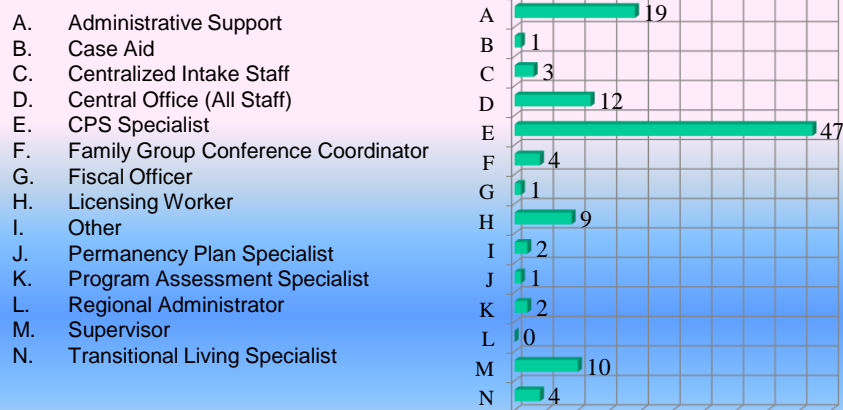
# APPENDIX N – SURVEY STATISTICS

## Total Returns

- 115 responses were received for a total return of 26%.
- Approximately 450 workers with Child and Family Services (Field and Central Office staff), Tribal and Contract Agencies received an invitation to complete a survey.
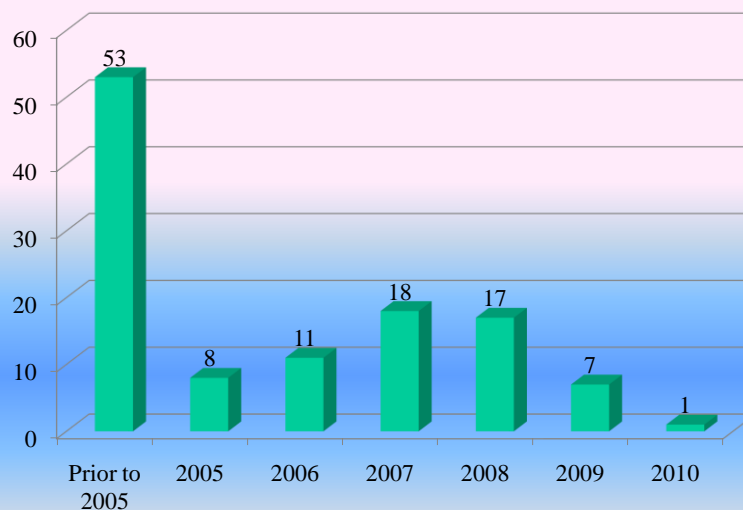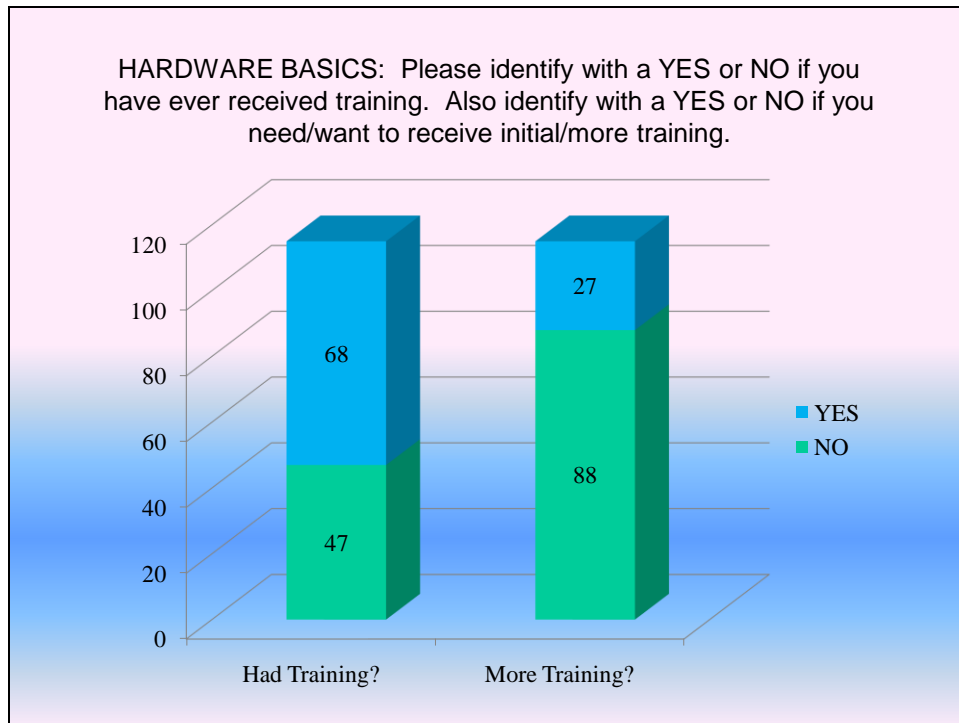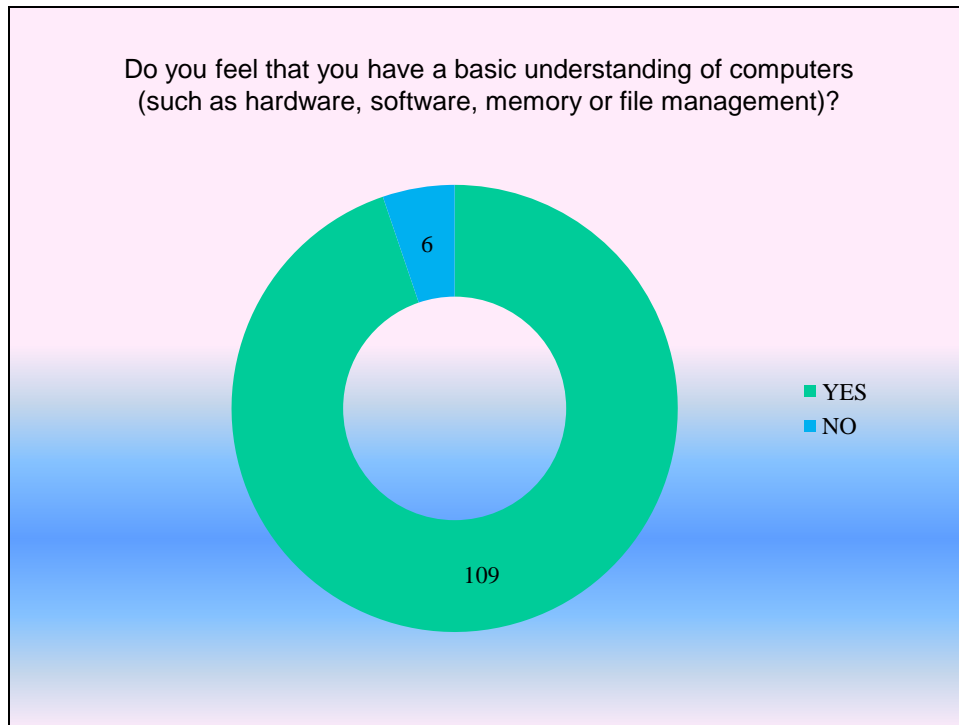
Legend:
- CPS Field
- Central Office
- Tribal/Other

Pie chart values: 94, 15, 6
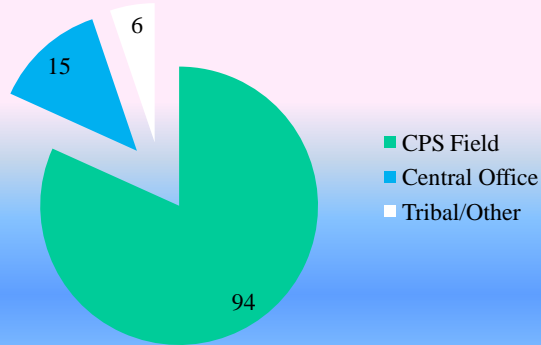
## Physical Location of Workers

Bar chart — Total Responses / Approximate Number of Staff:

| Location | Total Responses | Approximate Number of Staff |
|---|---|---|
| Rgn 1 | 12 | 41 |
| Rgn 2 | 17 | 58 |
| Rgn 3 | 23 | 72 |
| Rgn 4 | 20 | 74 |
| Rgn 5 | 23 | 93 |
| Central Office | 15 | 68 |
| Tribal | 5 | 45 |

# Staff Type of Workers

A. Administrative Support
B. Case Aid
C. Centralized Intake Staff
D. Central Office (All Staff)
E. CPS Specialist
F. Family Group Conference Coordinator
G. Fiscal Officer
H. Licensing Worker
I. Other
J. Permanency Plan Specialist
K. Program Assessment Specialist
L. Regional Administrator
M. Supervisor
N. Transitional Living Specialist

| Staff Type | Count |
|------------|-------|
| A | 19 |
| B | 1 |
| C | 3 |
| D | 12 |
| E | 47 |
| F | 4 |
| G | 1 |
| H | 9 |
| I | 2 |
| J | 1 |
| K | 2 |
| L | 0 |
| M | 10 |
| N | 4 |

# Year of Hire of Workers

| Year | Count |
|------|-------|
| Prior to 2005 | 53 |
| 2005 | 8 |
| 2006 | 11 |
| 2007 | 18 |
| 2008 | 17 |
| 2009 | 7 |
| 2010 | 1 |

Do you feel that you have a basic understanding of computers (such as hardware, software, memory or file management)?



- YES
- NO

6

109

HARDWARE BASICS: Please identify with a YES or NO if you have ever received training. Also identify with a YES or NO if you need/want to receive initial/more training.
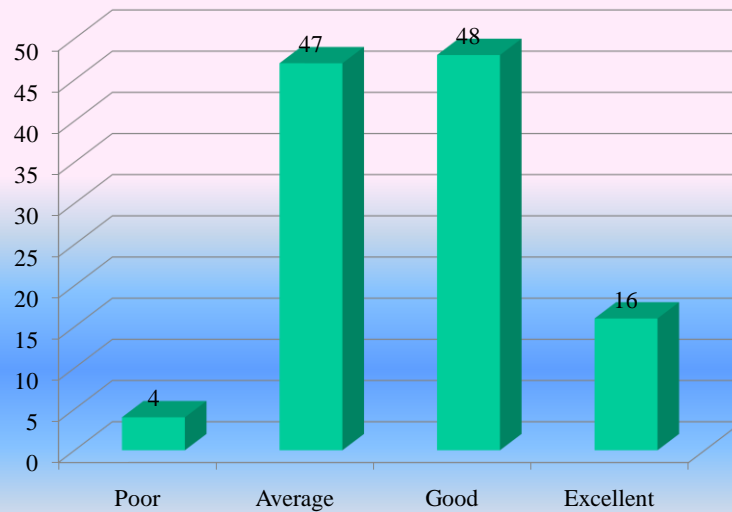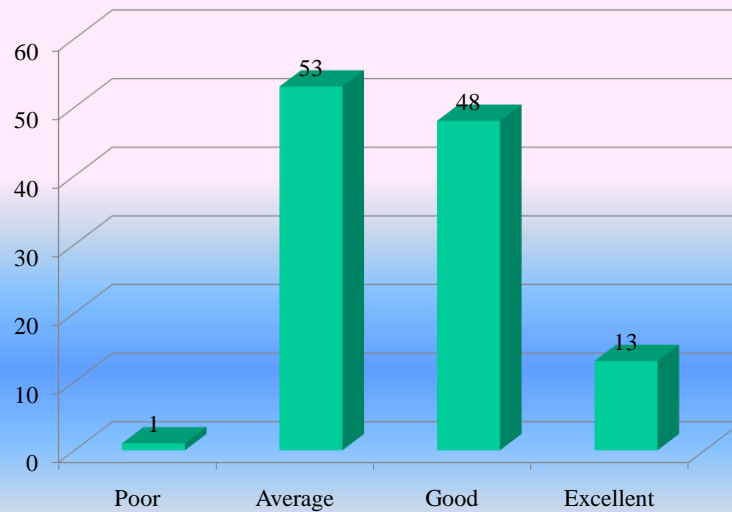


- YES
- NO

68

47

27

88

Had Training?        More Training?

HARDWARE BASICS:  Please rate your proficiency using the following rating levels:  Poor, Average, Good and Excellent.

| Poor | Average | Good | Excellent |
|------|---------|------|-----------|
| 10 | 58 | 37 | 10 |

WINDOWS:  Please identify with a YES or NO if you have ever received training.  Also identify with a YES or NO if you need/want to receive initial/more training.
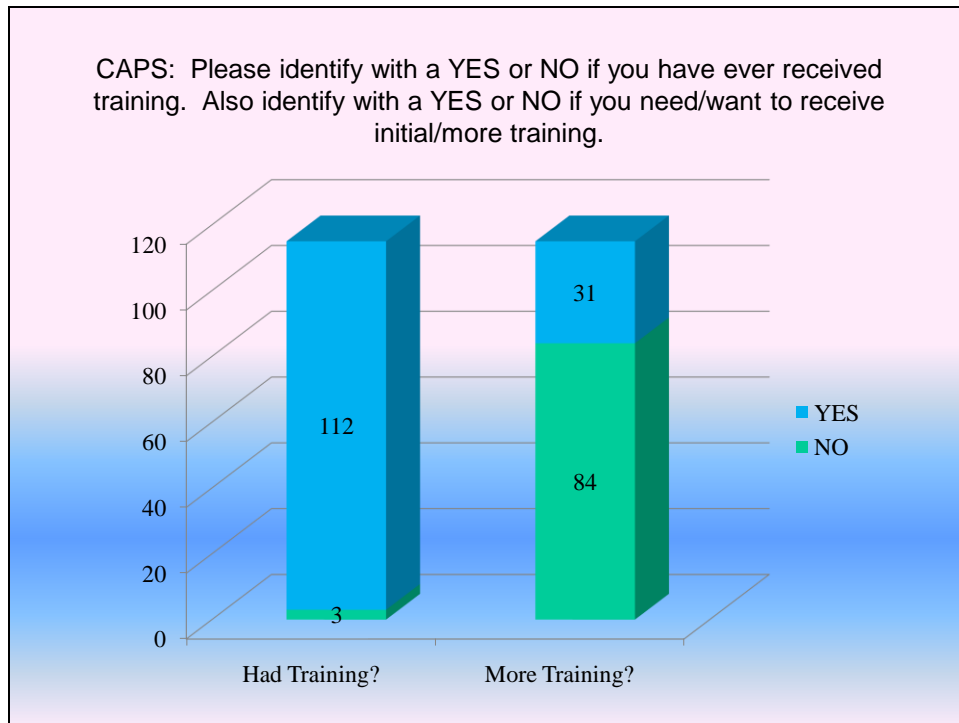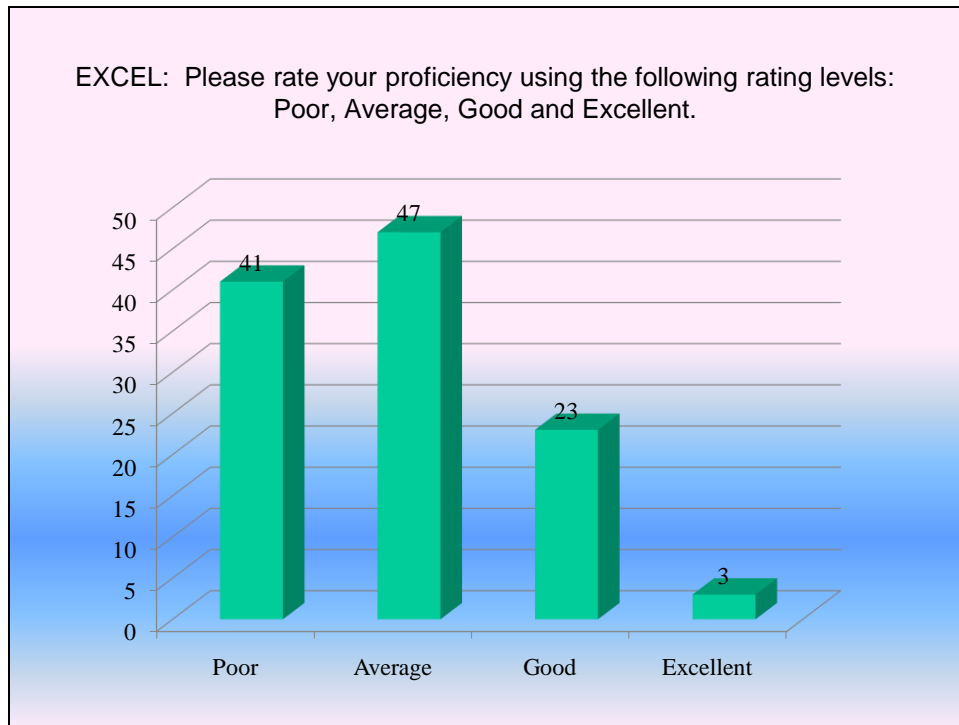
| | Had Training? | More Training? |
|------|---------------|----------------|
| YES | 68 | 30 |
| NO | 47 | 85 |

WINDOWS:  Please rate your proficiency using the following rating levels:
Poor, Average, Good and Excellent.

Poor: 4
Average: 48
Good: 49
Excellent: 14

MICROSOFT WORD:  Please identify with a YES or NO if you have ever received training.  Also identify with a YES or NO if you need/want to receive initial/more training.
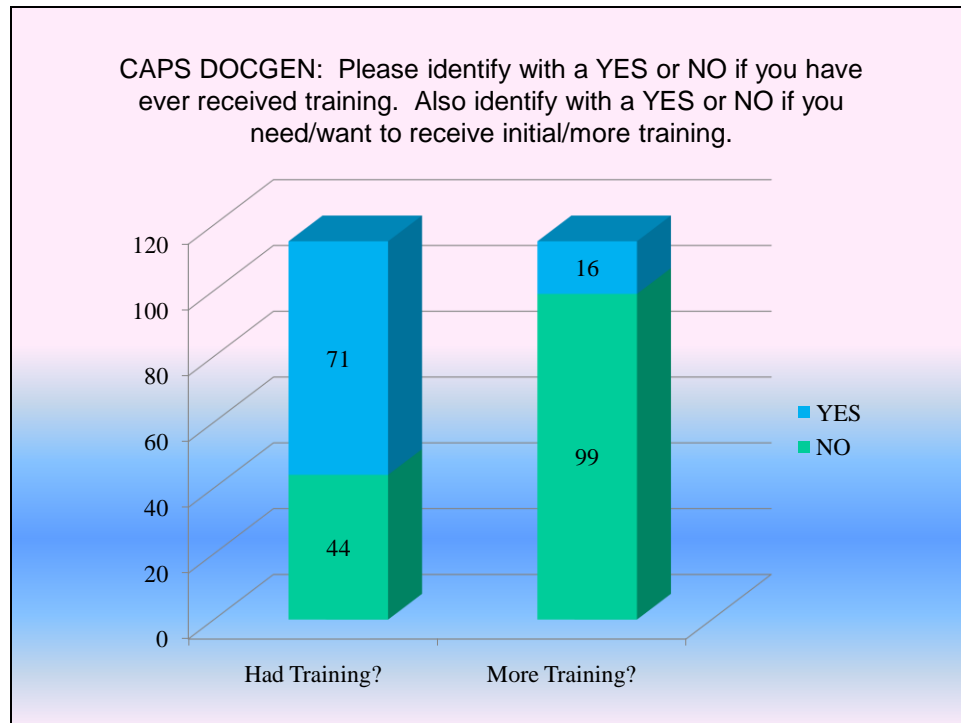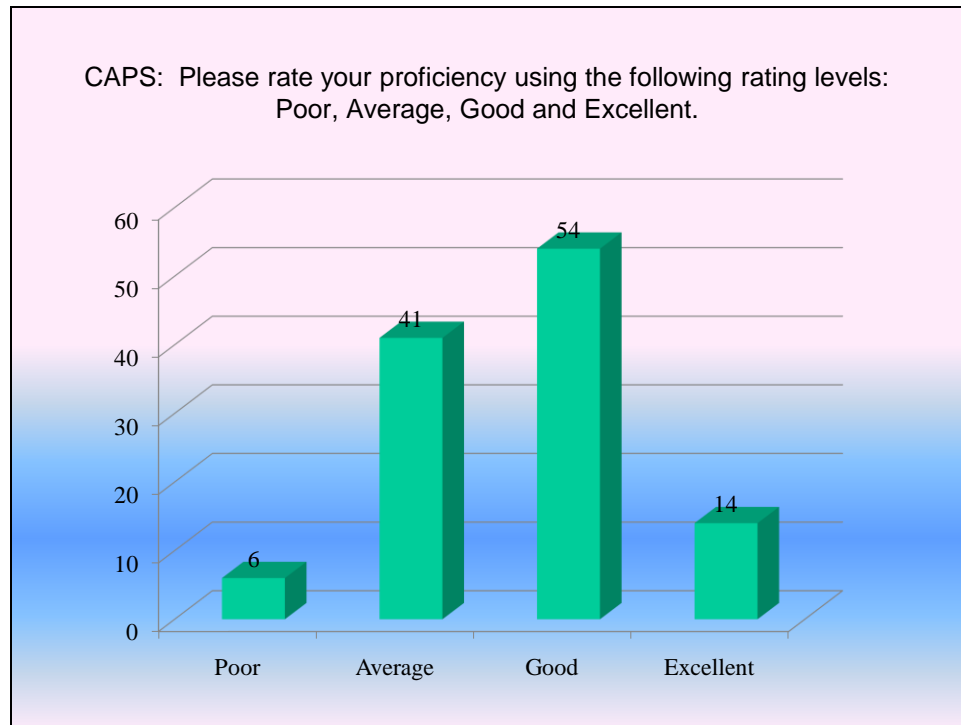
Had Training? — NO: 52, YES: 63
More Training? — NO: 74, YES: 41

■ YES
■ NO
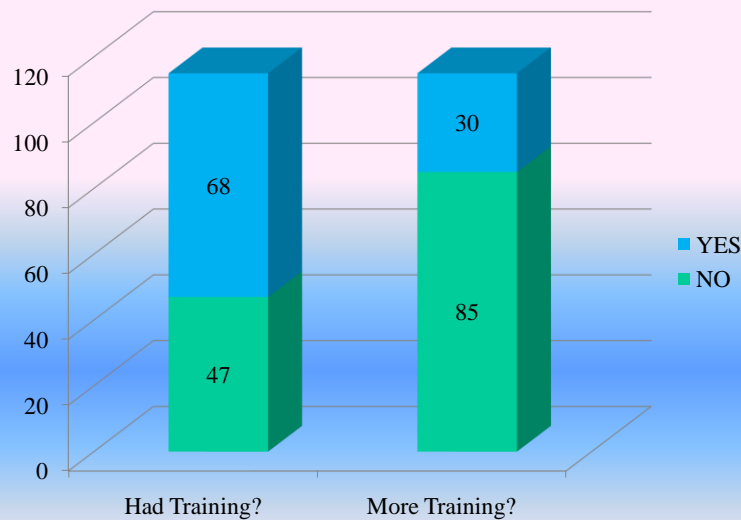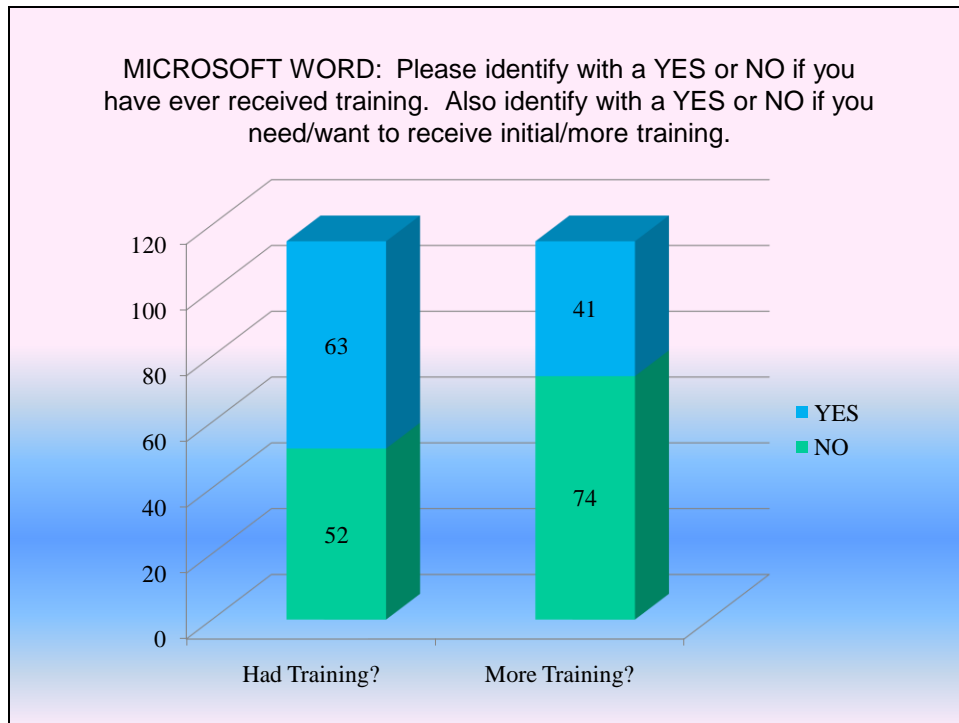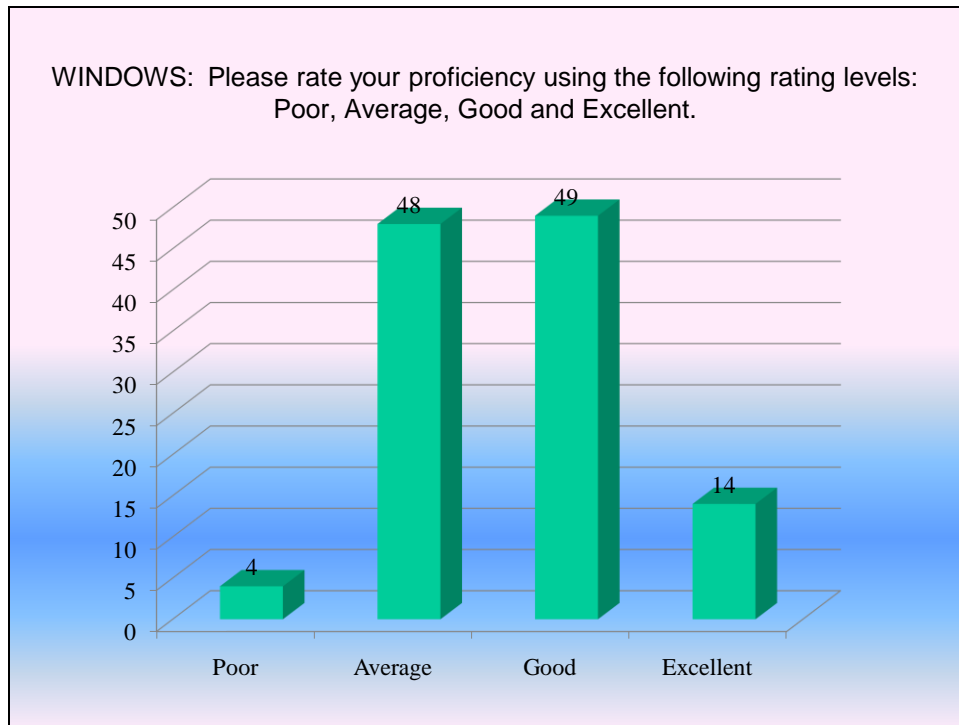
**MICROSOFT WORD:  Please rate your proficiency using the following rating levels:  Poor, Average, Good and Excellent.**
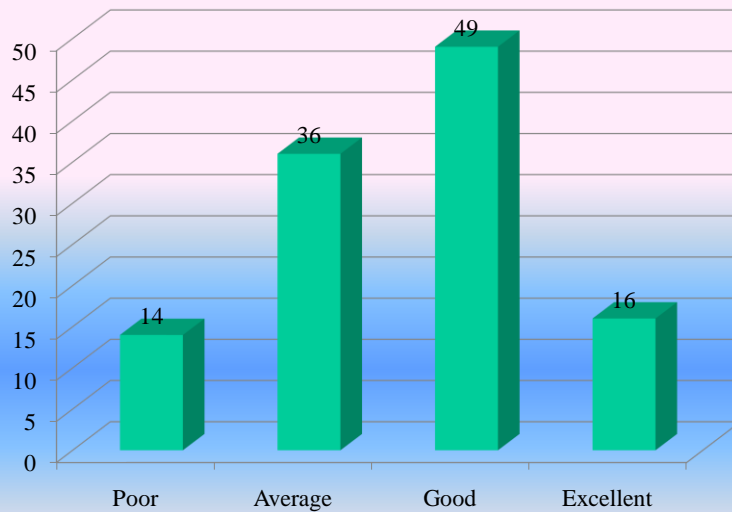
Poor: 4
Average: 47
Good: 48
Excellent: 16

**OUTLOOK:  Please identify with a YES or NO if you have ever received training.  Also identify with a YES or NO if you need/want to receive initial/more training.**

Had Training? — NO: 63, YES: 52
More Training? — NO: 88, YES: 27

Legend:
■ YES
■ NO

OUTLOOK:  Please rate your proficiency using the following rating levels: Poor, Average, Good and Excellent.



EXCEL:  Please identify with a YES or NO if you have ever received training.  Also identify with a YES or NO if you need/want to receive initial/more training.

EXCEL:  Please rate your proficiency using the following rating levels:
Poor, Average, Good and Excellent.

| Rating | Value |
|--------|-------|
| Poor | 41 |
| Average | 47 |
| Good | 23 |
| Excellent | 3 |

CAPS:  Please identify with a YES or NO if you have ever received training.  Also identify with a YES or NO if you need/want to receive initial/more training.

| | Had Training? | More Training? |
|------|---------------|----------------|
| YES | 112 | 31 |
| NO | 3 | 84 |

CAPS: Please rate your proficiency using the following rating levels: Poor, Average, Good and Excellent.

| Rating | Value |
|--------|-------|
| Poor | 6 |
| Average | 41 |
| Good | 54 |
| Excellent | 14 |

CAPS DOCGEN: Please identify with a YES or NO if you have ever received training. Also identify with a YES or NO if you need/want to receive initial/more training.

| | YES | NO |
|--------------|-----|-----|
| Had Training? | 71 | 44 |
| More Training? | 16 | 99 |

**CAPS DOCGEN:  Please rate your proficiency using the following rating levels:  Poor, Average, Good and Excellent.**

| Poor | Average | Good | Excellent |
|------|---------|------|-----------|
| 14   | 36      | 49   | 16        |

**Do you know how to register for CAPS training sessions?**

YES: 109
NO: 6
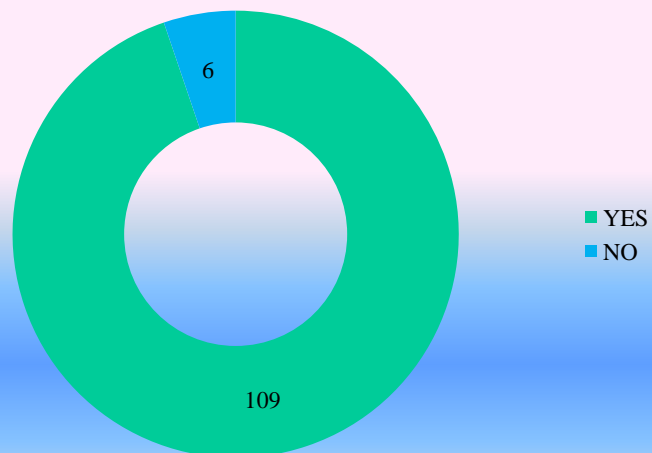
Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?
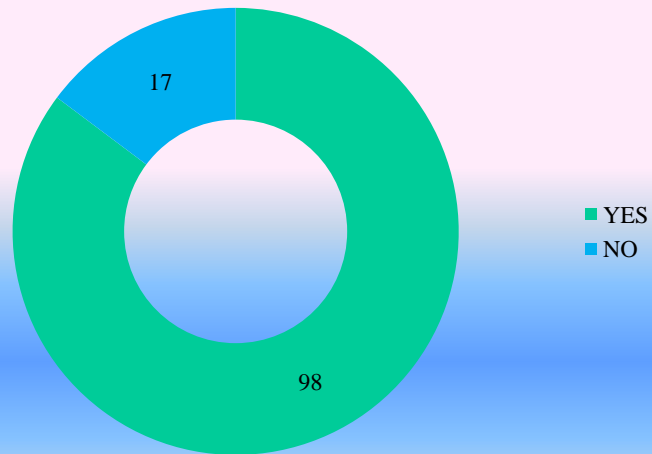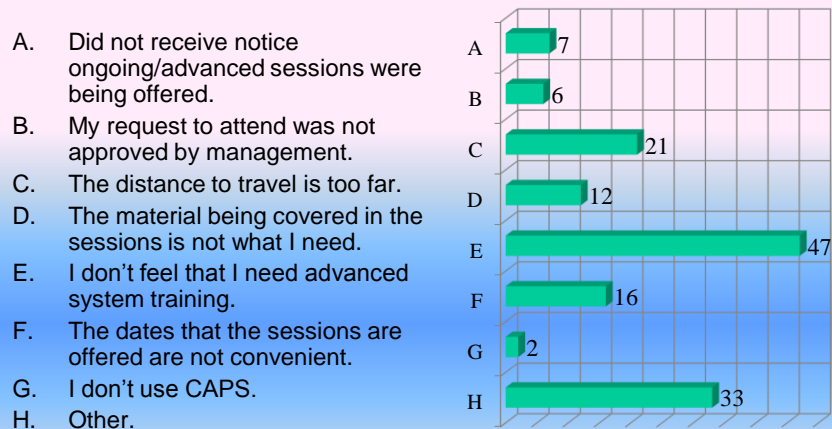


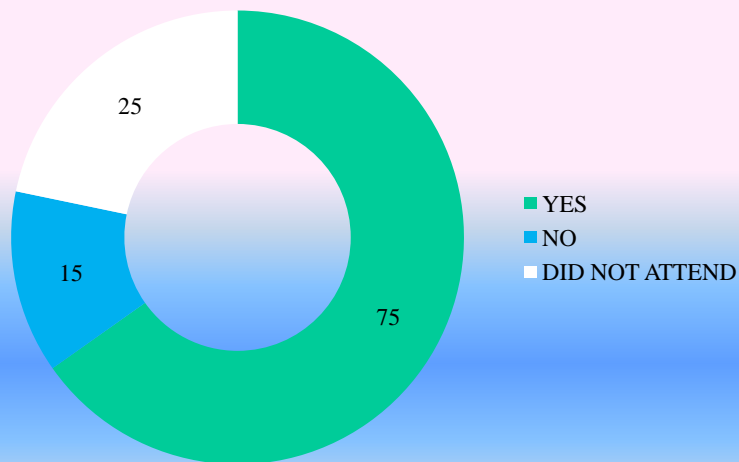How long do you feel someone should be at their job prior to attending CAPS system training?
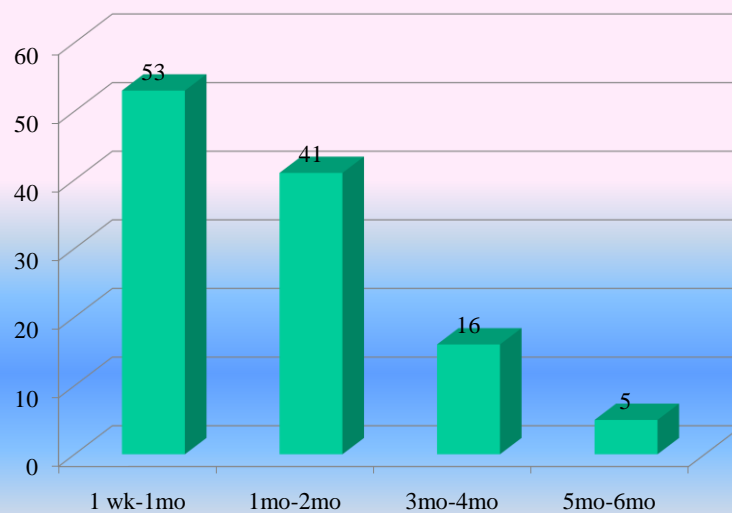
All employees are offered ongoing/advanced CAPS system training.  Have you ever attended an ongoing/advanced CAPS system training session?

- YES
- NO

20

95
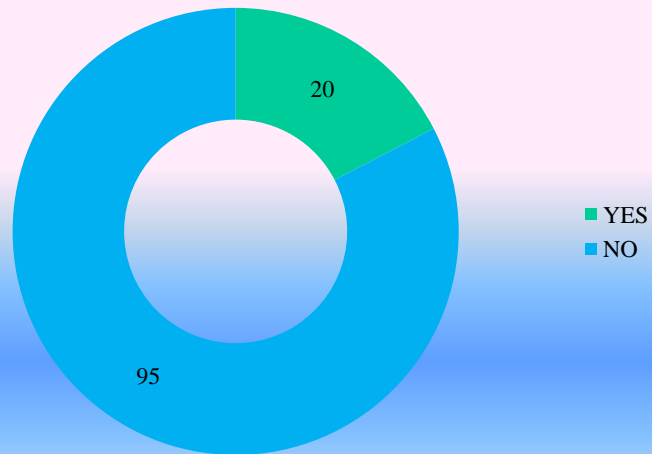
During 2009, ongoing/advanced CAPS system training sessions were offered in Helena.  Please identify the factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future advanced training sessions.

A.  Did not receive notice ongoing/advanced sessions were being offered.
B.  My request to attend was not approved by management.
C.  The distance to travel is too far.
D.  The material being covered in the sessions is not what I need.
E.  I don't feel that I need advanced system training.
F.  The dates that the sessions are offered are not convenient.
G.  I don't use CAPS.
H.  Other.

A  7
B  6
C  21
D  12
E  47
F  16
G  2
H  33

Did you feel the CAPS presentation during the annual policy training in August/September, 2009, provided you with valuable information?
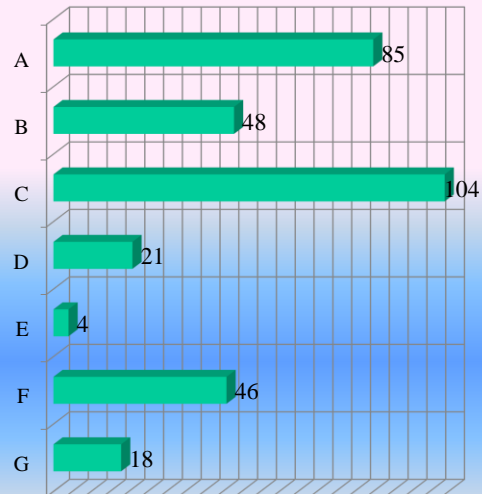


■ YES
■ NO
■ DID NOT ATTEND

Would you like to see time scheduled during annual policy training specifically for CAPS Q& A?



■ YES
■ NO
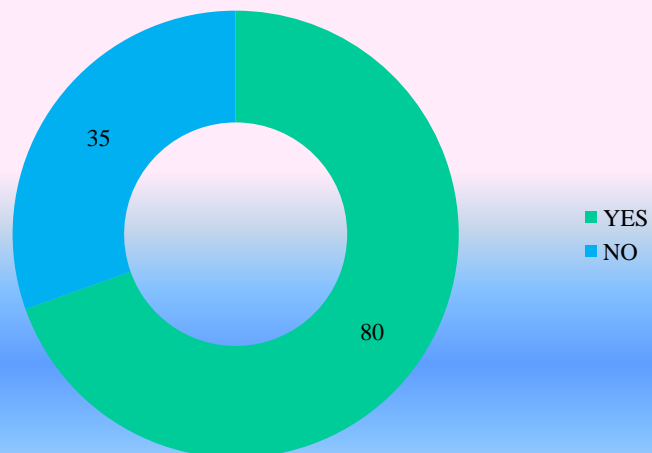
When you experience CAPS system issues/problems, who do you contact or where do you go for help?

A.  A co-worker.
B.  My supervisor.
C.  CAPS Help Desk.
D.  CAPS Computer Systems Specialist.
E.  CAPS Liaison.
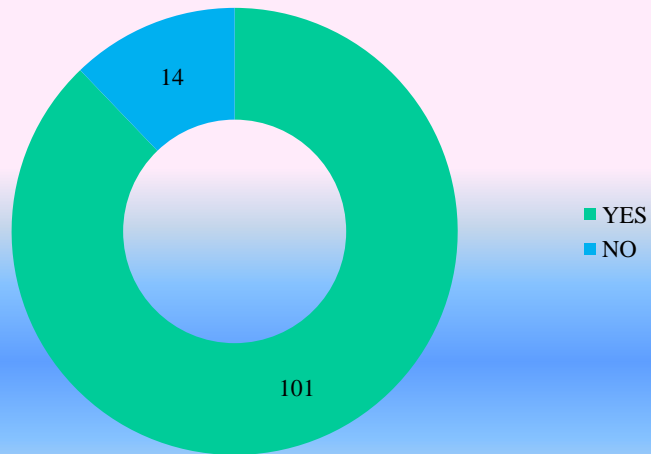F.  CAPS Training Guide.
G.  CAPS Training Website.

| Category | Value |
|----------|-------|
| A | 85 |
| B | 48 |
| C | 104 |
| D | 21 |
| E | 4 |
| F | 46 |
| G | 18 |

When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

A.  Try to correct the problem myself.
B.  Ask a co-worker for help correcting the problem.
C.  Ask my supervisor for help correcting the problem.
D.  Call the CAPS Help Desk for help correcting the problem.
E.  Call the Central Office policy expert for help correcting the problem.
F.  Call Margaret Jennings-Jeffrey for help correcting the problem.
G.  Ignore it if the error was created by another worker. It's not my problem.
H.  Ignore it unless it is causing me to not be able to enter other information.

| Category | Value |
|----------|-------|
| A | 86 |
| B | 55 |
| C | 51 |
| D | 97 |
| E | 5 |
| F | 21 |
| G | 5 |
| H | 12 |
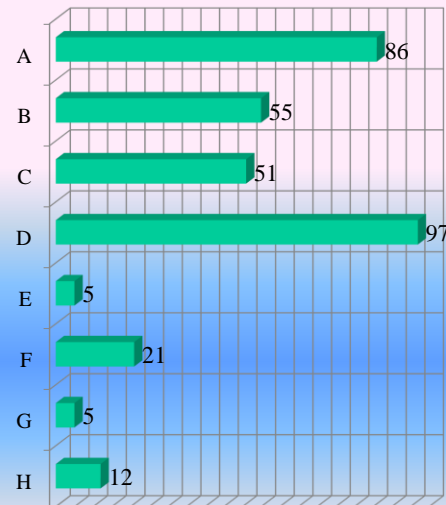
Are you aware that the new child welfare system (MACWIS) is going to replace CAPS?
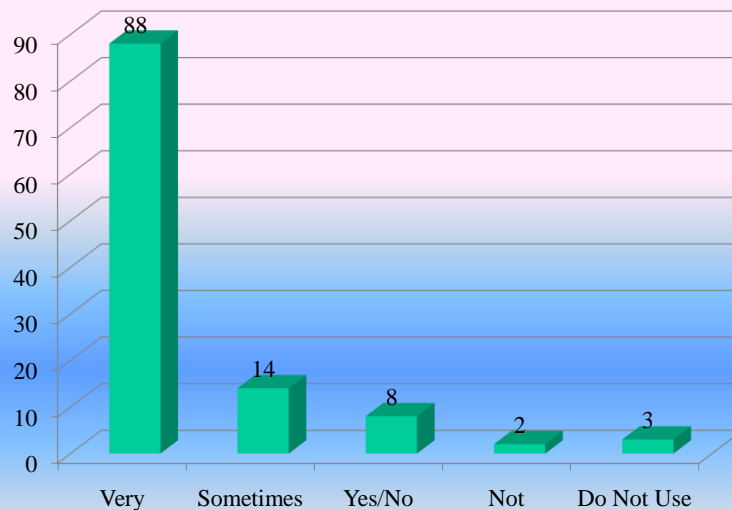


Please rate the usefulness of the **CAPS training materials** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.
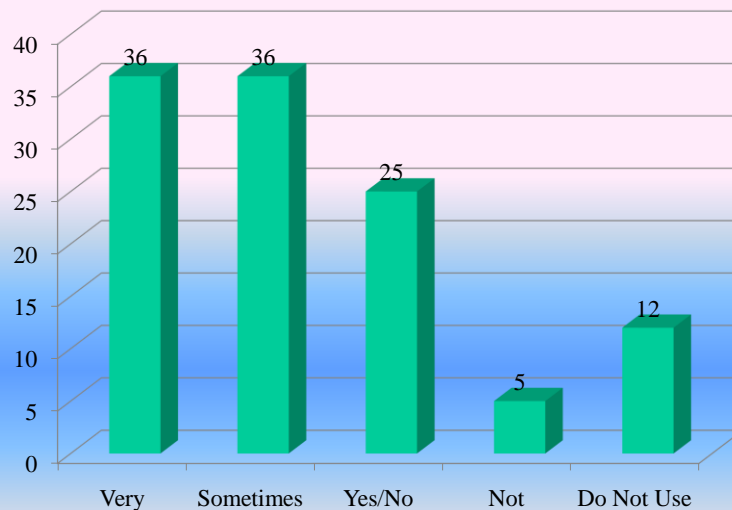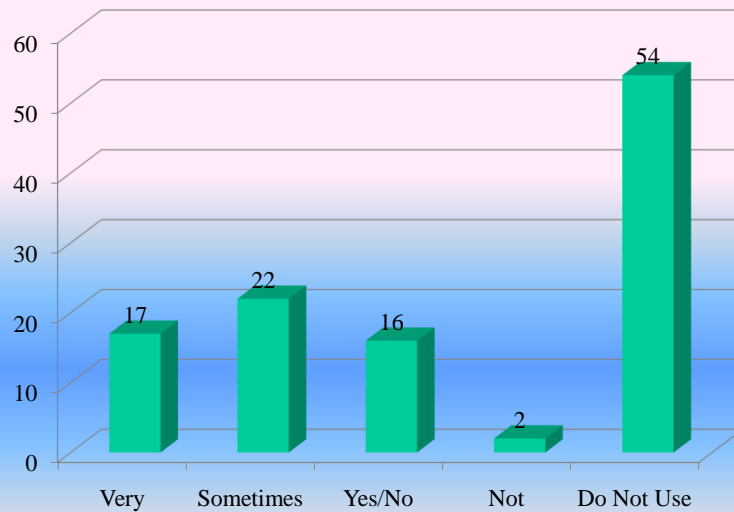
Please rate the usefulness of **CAPS online help** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.

| Category | Value |
|----------|-------|
| Very | 15 |
| Sometimes | 25 |
| Yes/No | 24 |
| Not | 3 |
| Do Not Use | 48 |
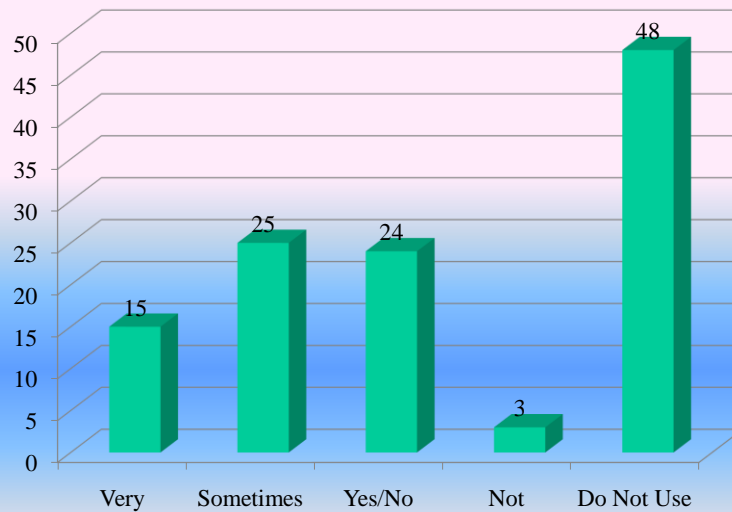
Please rate the usefulness of the **CAPS Help Desk** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.

| Category | Value |
|----------|-------|
| Very | 88 |
| Sometimes | 14 |
| Yes/No | 8 |
| Not | 2 |
| Do Not Use | 3 |

Please rate the usefulness of the **CAPS Training Website** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.

| Category | Value |
|----------|-------|
| Very | 17 |
| Sometimes | 22 |
| Yes/No | 16 |
| Not | 2 |
| Do Not Use | 54 |

Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?

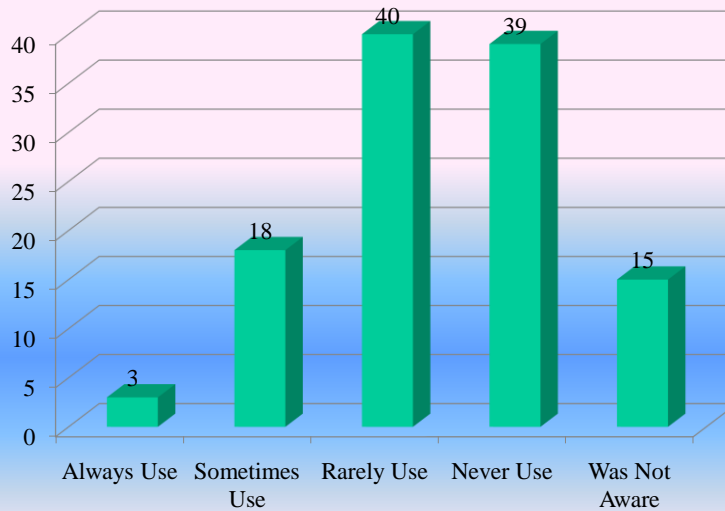- YES: 100
- NO: 15
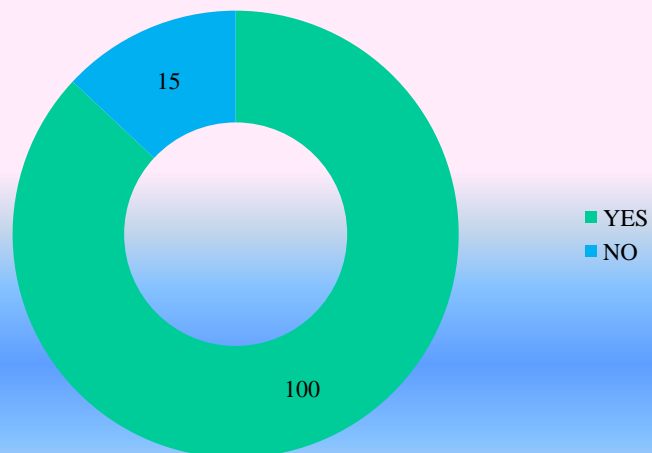
Do you feel that knowing how the information that you enter into the CAPS system is utilized is important?
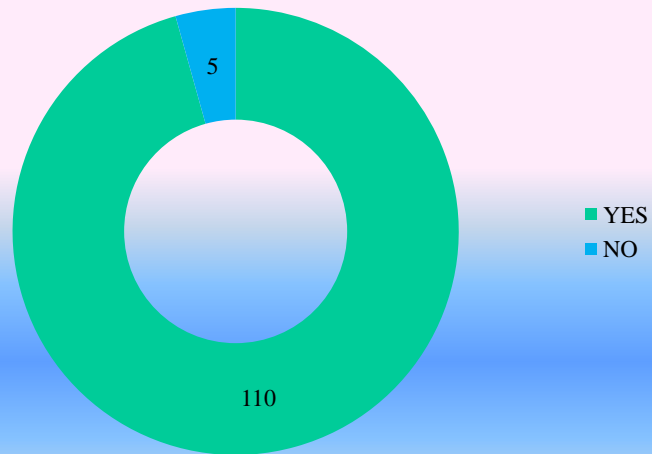
- YES
- NO

5
110



How many hours of your work day would you say you spend entering/accessing information in CAPS/DocGen (on average)?

| 0h | 1h | 2h | 3h | 4h | 5h | 6h | 7h | 8h |
|----|----|----|----|----|----|----|----|----|
| 1 | 33 | 20 | 29 | 17 | 5 | 4 | 4 | 2 |
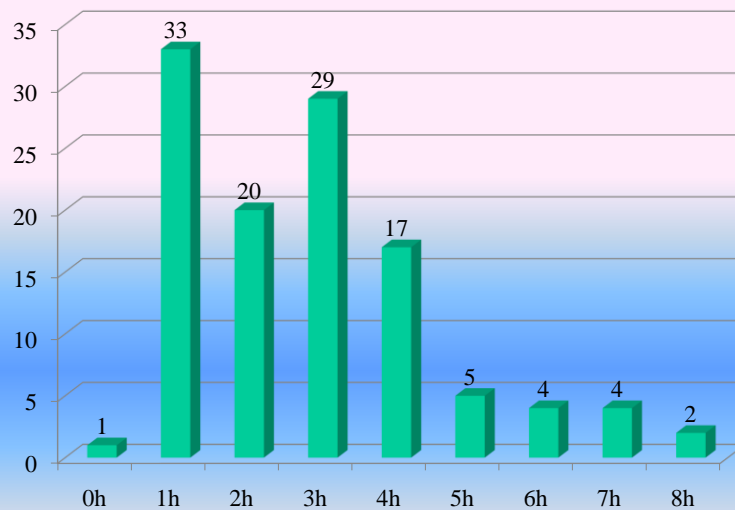
Currently, the CAPS training website contains such information as the training schedule, training guides, screen guides, system documentation and links to other department websites. How often do you access the CAPS training website?



If you were to access the CAPS training website on a daily basis, what areas would you utilize the most?

A. Training schedule/register for training
B. Updated training guides/handouts
C. Written documentation on how to perform tasks in CAPS
D. Online demonstrations on how to perform tasks in CAPS
E. Documentation/demos on recent enhancements to CAPS
F. System documentation (rate list, service code descriptions, etc)
G. CAPS report documentation
H. List of Central Office contacts/policy specialists
I. An area to post questions/receive answers/FAQs
J. CAPS system tips & tricks